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ABSTRACT

This study explores the current delivery system of counseling services to mainstreamed educable mentally retarded students by secondary school counselors as a result of a state mandate and examines the present perceptions held by secondary counselors regarding their services to these pupils. Focusing on the counselor's preparation, background training, performance and perceptions toward counseling educable mentally retarded pupils and their needs, it draws implications from these findings for improving local training programs for counselors of educable mentally retarded pupils, and proposes a plan for the improvement and development of guidance services for the educable mentally retarded. The study encompasses a stratified sampling of 116 certified Philadelphia public secondary school counselors assigned to service educable mentally retarded pupils. The data indicated that secondary school counselors both understand and participate in the implementation of the mainstreaming concept while providing necessary guidance services to educable mentally retarded pupils. Counselors made salient recommendations which indicate that current in-service training and staff development is definitely needed. (Author/PFS)

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SECONDARY COUNSELORS' PERCEPTIONS OF ROLE AND FUNCTION OF GUIDANCE SERVICE DELIVERY TO MAINSTREAMED EDUCABLE MENTALLY RETARDED PUPILS

By

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of The Requirements for the Degree of
Doctor of Philosophy

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CHAPTER I

INTRODUCTION

Background of the Study

Counseling has always been a difficult supportive service to explain. The more indirect the service, the harder it is to justify. However, school systems continue to expect counselors to absorb the task of providing multiple services for various pupils in the effort to make public school education a viable product for the consumer.

In addition to school district expectations, legal demands for the provision of support services to varied classifications of pupil populations are now emerging. This request places additional responsibility on the shoulders of counselors and other professionals whether they are prepared or not, capable or not, and willing or not.

In 1971, the United States District Court for the Eastern District of Pennsylvania in a decision (Commonwealth of Pennsylvania, the Secretary of the Department of Education, the State Board of Education, the Secretary of the Department of Public Welfare vs. Pennsylvania Association for Retarded Children) ordered the following: "Any mentally retarded child was not to be denied access to a free public program of education and training appropriate to his learn-

ing capacities."[1] The consent agreement became the Right to Education Consent Decree in May, 1972 by order of the court.[2]

The implementation of the consent decree enforced a policy already in process and strengthened a trend toward integration of handicapped pupils in regular classes. The 1971 report stated

> It is the Commonwealth's obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity within the context of a presumption that, among the alternative programs of education and training required by statute to be available, placement in a regular public school class is preferable to placement in a special public school class is preferable to placement in any other type of program of education and training.[3]

One of the important provisions of the decree was preferred placement of exceptional children in the least restrictive environment. Specific priorities of types of placement are:

1. A regular class in a regular school with supportive services.
2. A school district special education program in a regular school, including homebound instruction.

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[1]Pennsylvania Association for Retarded Children v. Commonwealth, CA. No. 71-42, E.D. (Pa. 1971).

[2]L. Soffer, "Responsibilities of Base Service Units for Right to Education", Memorandum #292 (Washington, D.C.: March, 1976): pp. 1-2.

[3]Consent Agreement, Section II, part 7, p. 6.

3. A school district special education program in a special facility.

4. An approved private school program.

5. A state school program.

6. An approved out-of-state program.[4]

The provision of necessary supportive services was needed in helping these students benefit from and participate in the multiple offerings of the school to the fullest possible extent. Many of these students who had previously been in comparatively small, homogeneous self-contained classes are now being assigned to large, complex secondary schools and need help in making the best possible use of their newly available educational opportunities and in developing their individual potential.

The carrying out of the mandate to meet special needs and to mainstream to the greatest possible extent has a tremendous impact on the day-to-day work of counselors. It redefines the counselor's role as a change agent in relating to students, teachers, administrators, parents and community. The counselor is in a key position to understand and ease anxieties, and support efforts to meet the needs of all students.[5]

These students need counseling and a great deal of help

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[4]Commonwealth of Pennsylvania, State Board of Education, Regulations of the State Board of Education of Pennsylvania, Chapter 13, Special Education (Revised June 3, 1975), p. 6.

in career planning and vocational training so that they can become self-supporting, independent, functioning members of society. Most of all, counselors provide support, the encouragement needed to assist the students in acquiring a sense of their own worth and a feeling that they can achieve. The importance of involving parents is always considered as their relationship to the child's handicap is considered. Counselors recognize the need for a close working relationship with all school staff, but particularly teachers, the school nurses and psychologists.

Statement of the Problem

This study was intended to explore the current delivery system of counseling services to mainstreamed-educable mentally retarded students by secondary school counselors as a result of the stated mandate, and to examine the present perceptions held by secondary counselors regarding their service to educable mentally retarded pupils.

Secondary school counselors offer counseling services to many students. Because of the Right to Education Consent Decree, these counselors find themselves involved with educable mentally retarded students in the regular school context and must work effectively with them while ensuring the delivery of needed service to them.

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[5]National American Personnel and Guidance Association Conference, Mainstreaming: The Role Redefinition of the Counselor (Chicago: April 1976).

To aid counselors in their daily functions under this dynamic change, intensive additional training is indicated so that appropriate supportive services to these young adults may be provided.

Scope

The study was designed to assess the guidance services which are already being provided to secondary school educable mentally retarded pupils by counselors as a result of mainstreaming and the mandate.

It focused on the counselor's preparation, background training, performance and perceptions toward counseling educable mentally retarded students and the needs of these students.

It drew implications from these findings for improving local training programs for counselors of educable mentally retarded pupils and proposed a plan for the improvement and development of guidance services for educable mentally retarded students:

> ...State and federal courts have played an active role in the fields of education in the past few years. The result has been a reshaping of the rules that teachers and administrators must live by as they made decisions on the educational future of children. Basically, the many court cases have defined further who is entitled to an education, and due process to which every child and parent is entitled. Currently, the influence of the judiciary is seen in modification of state and federal laws and procedure in education.[6]

More recently, special educators are becoming increasingly concerned not only with the quality of the program

being delivered, but with the location of the program. Mainstreaming, deinstitutionalization, normalization and a variety of similar concepts dealing with location have surfaced as priorities in program development.

The Pennsylvania Department of Education, by setting certain standards, encouraged local education agencies to deliver programs in a variety of locations. The study, therefore deals with the perceptions of counselors who work with pupils in regular classes with supportive services, resource rooms, self-contained special education classes, and special facilities such as centers and approved private schools.

As a result, counselors must be able to plan, direct, and coordinate appropriate services for pupils who are mentally retarded and in need of service. They must assist in providing educationally for the full development of the individual:

> ...Respect for every human being and his or her personality and dignity, treating individuals as equals, insuring that every individual has equal rights and opportunities to develop is at the core of our common moral imperative. As a very practical matter, equal opportunity for education and development for each child is Pupil Personnel Services' best ethical argument. By committing ourselves to this belief, we humanize education.[7]

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[6]J. Caster, "The Rights of Children and Their Parents," Exceptional Children, 42, no. 2 (October 1975): 114.

Counselors have a vital role with educable mentally retarded pupils who have special needs which may be met in a variety of ways. Their responsibility begins with the counseling of educable mentally retarded pupils who seem to be maladjusted. It continues as they participate in screening them for regular classroom programs. Counselors also interpret the mainstreaming concept to teachers and other staff members as it regards the definition of specialized needs and characteristics of these pupils throughout their educational program.

Limitations

This study emcompasses a stratified sampling of certified Philadelphia public secondary school counselors assigned to service educable mentally retarded pupils. The criteria used for school selection was limited to the secondary schools to which educable mentally retarded students were assigned and mainstreamed into regular school organizations. The survey does not include the vocational-technical schools of Philadelphia which have special education students. Also, the survey does not include the staffs or educable mentally retarded pupils of two newly planned skills centers which were organized and opened subsequent to the start of the study.

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[7] R. L. Mosher, "Developmental Education." National Association of Pupil Personnel Administrators Conference (Williamsburg, VA: October 1975): 2.

The approach and questionnaire used in this preliminary study were designed to ascertain descriptive guidelines rather than to produce definitive statements regarding the secondary school counselors' views of their services. General areas of responsibility were sought rather than specific duties. Background information related to counselor's role and function has been secured through conferences with other administrative and supervisory personnel.

Perhaps other areas of responsibility might have been included in the questionnaire; however, the scope of this survey leaves to other studies the quantitative assessment of variables not contained in this descriptive study.

Significance

The Right to Education may very well be the most important right that has been given to retarded citizens--the guarantee that they have an opportunity for a productive future. Now this opportunity is assured to all mentally retarded individuals three through twenty-one. The degree of effort used in making this right a reality is important to the mentally retarded as well as to the future work-load of professional staff in relation to this population.[8]

In addition to securing the legal right to education, Dailey voiced concern about the responsibility of educators to implement the recent legal decisions. She stated that:

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[8]Soffer, "Responsibilities of Base Service Units,"pp.1-2

> The largest issue that we have is the legislation which has required special education to develop programs for all children. It is an issue not because of the lack of the field's readiness to do an effective job of training teachers and other personnel, the lack of instructional programs and the lack of adequate facilities for responding adequately to this legislation. The great issue is litigation, the extent to which courts will be dictating educational practice through the decisions that they make.[9]

The mandated priorities began with the least restrictive environment (normal setting), regular class in a regular school, and ending with the most restrictive environment or residential placement out of state. The placement decision must be made in conjunction with the individual education program plan developed to meet the needs of each exceptional person.

In June 1975, the State Board of Education clearly responded to this trend by adopting special education regulations (Title XXII, Chapter 13, Section 13.11) which listed educational placement for exceptional persons in priority order.

Thus, the local education agencies in Pennsylvania are mandated to provide appropriate programs and services to all exceptional persons in as normal an educational environment

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[9]R. F. Dailey, "Dimensions and Issues in '74: Tapping Into the Special Education Grapevine," Exceptional Children 40 (April 1974): 505.

as feasible.[10]

The regular class placement of the mildly retarded is a fact that can no longer be dismissed as an abstract concept or an experimental intervention. A number of studies by Bradfield, Christoplos, Flynn and Flynn, Renz and Semenson, attest that the interest shown by school districts in the regular class placement of the retarded student.[11] Barngrover's study indicated that nearly half of the educators that she interviewed favored regular class placement for the exceptional child.[12]

During the past fifteen years, particularly the last five years, Congress, state legislators, and federal courts have set into motion a number of laws, regulations, and court interpretations which mandate what is to be done for whom and what kind of service is to be provided. For instance, in the 1972 case of Mills vs. Board of Education,

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[10]Pa. Code Chapter 13, Rules and Regulations, Part II., Specific Provisions for Exceptional School-Aged Persons (Pennsylvania: 1975), p. 1543.

[11]H.R. Bradfield, J.Brown, P.Kaplan, E.Richert and R.Stannard, "The Special Child in the Regular Classroom," Exceptional Children 39 (1973), pp. 384-390; F.Christoplos, "Keeping Exceptional Children in Regular Classes," Exceptional Children 39 (1973), pp. 569-572; T.Flynn and L.Flynn, "The Effect of a Part-Time Special Education Program on Adjustment of Educable Mentally Retarded Students,"Exceptional Children 36, (1970), pp. 680-681; P.Renz and R.J. Semenson, "Social Perception of Normals Toward Their Educable Mentally Retarded Grademates," American Journal of Mental Deficiency 74 (1969) pp.405-408.

[12]E. Barngrover, "A Study of Educators' Preferences in Special Education Programs," Exceptional Children 43 (September 1976), pp. 754-755.

another federal court extended the principle of providing education at public expense to all handicapped children in the District of Columbia.[13] In November of 1973, responding to a class action suit on behalf of several brain-injured children in New York, State Education Commissioner Eswald B. Nyquist ordered all school districts to provide "adequate and appropriate" education for all handicapped children. Similar developments are taking place in other states.[14]

Counseling, therefore, is one of the supportive services used in the process of implementing the requirements of the Right to Education Consent Decree which is mandated and provided by local and state school boards. The supportive role and function of counselors will be viewed as to the services provided to mentally retarded students who are mainstreamed. The services provided need to be identified, evaluated, and expanded upon. The successful implementation of the Right to Education Consent Decree at the secondary school level will be largely dependent upon the identification, evaluation, and expansion of essential counseling services. Secondary school counselors have been involved with low ability students and large

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[13]Mills vs. Board of Education of District of Columbia, C.A. 1969071 (1972).

[14]E. B. Fiske, Special Education is Now a Matter of Civil Rights," New York Times Spring Survey, April 1796, p.1.

numbers with academic deficiencies. Although they have had experience in working with pupils who present a range of problems related to low income backgrounds and social deprivation, in most cases they have neither the training nor the strategies to work with pupils having mental retardation as a handicapping condition which affects their learning and necessitates special kinds of understanding. Due to the mandate, guidance services must be provided and administrators and counselors must assess what is happening, gain suggestions as to what needs to be done, and train personnel for delivery.

In the Spring of 1975, a series of five workshops were developed in Philadelphia for counselors of educable mentally retarded students in secondary schools. The objectives of this project were: (1) to increase the secondary school counselors' knowledge of the mildly mentally retarded adolescent and his needs, (2) to identify the counseling services needed, (3) to increase counselors' knowledge of community resources available to help mentally retarded adolescents, and (4) to aid the counselor in the regular secondary school to deal more effectively with the mentally retarded adolescent in a regular school situation.

Hypotheses

In order to direct the inquiry, the study was approached from the point of view of the following hypotheses through the development of a survey instrument:

1. There will be no perceived needs on the part of counselors for in-service training with respect to educable mentally retarded pupils.
2. There will be no consistent understanding by counselors of the mainstreaming concept.
3. There will be no perceived differences among counselors with differing levels of experience with respect to:
   a. Delivery of counseling services to educable mentally retarded pupils.
   b. The relevancy of their past training to service delivery.
   c. Their needs for additional training to become more effective with educable mentally retarded pupils.
   d. Their ability to participate in the delivery of the mainstreaming concept.

Definition of Terms

For the purpose of this study the meaning of the following terms have been restricted to the definitions presented here.

School Counselor

Specialist certified by the State of Pennsylvania, trained in counseling and related guidance services through a master's degree program, and assigned counseling responsibilities by the Philadelphia School District as a full-

time employee. The counselor's concern is for the educational progress developmental needs, and problems of pupils. The counselor helps the pupil make the best possible use of all school opportunities.[15]

Counseling

A process concerned with promoting the pupils self-understanding and self-acceptance, facilitating personal decision-making and planning, and the resolving of special problems.[16]

Special Education

"A basic education program adjusted to meet the educational needs of exceptional persons."[17] This program shall include planned combinations of instructional strategies, educational management techniques, and specialized supportive services in addition to, or in lieu of, regular education aimed at improving and stregthening the functioning of these exceptional persons.

Right to Education Consent Decree (Mandatory Special Education)

In Pennsylvania in 1972 John C. Pittenger, Secretary

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[15]Division of Pupil Personnel and Counseling, Statement of Function, School District of Philadelphia, 1975.

[16]Ibid.

[17]Commonwealth of Pennsylvania, State Board of Education, Regulations of the State Board of Education of Pennsylvania, Chapter 13, Special Education (Revised June 3, 1975), p. 6.

of Education, and Helen Wohlgemuth, Secretary of Public Welfare, signed the Right to Education Consent Agreement which guaranteed a free public program of education and training to all school-age mentally retarded or thought-to-be mentally retarded persons regardless of their level of retardation. The agreement was developed by all of the parties in the suit (Civil Action No. 71-72, Pennsylvania Association for Retarded Children, Nancy Beth Bowman, et al., plaintiffs, vs. defendents), including the Departments of Education and Public Welfare because of a realization of the need for improved services for the mentally retarded.[18]

Mainstreaming

An educational process of returning exceptional persons who can best profit from such placement, to the regular education classroom, with any needed supportive services being provided in accordance with the nature of the placement.[19]

Wher mainstreaming is recommended, specific supportive services, includes staff orientation, necessary for appropriate education and/or training of persons placed in the mainstreaming shall be provided in accordance with the nature of the placement.

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[18]Pennsylvania Association for Retarded Children v. Commonwealth, CA. No. 71-42, E.D. (Pa. 1971).

[19]Ibid.

Exceptional Children

Persons of age three to twenty-one who deviate from the average in physical, mental, emotional, and social characteristics to such an extent that they require special education programs, facilities or services.

Educable Mentally Retarded

Educable mentally retarded persons are those who are significantly impaired in their adaptive behavior as a result of sub-average, general intellectual functioning which originates during the formative years of life and is associated with impairment of one or more of the following: (1) learning, (2) maturation, (3) social adjustment.[20]

Normalization

To ensure for every mentally retarded person and his family the right to live a life as close as possible to that which is typical for the general population.[21]

Counselor Population

Certified secondary school counselors who have volunteered to work with educable mentally retarded students.

Pupil Population

The student population for this study includes only educable mentally retarded students who are assigned to

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[20]Pennsylvania Department of Education, Standards for the Operation of Special Education (Harrisburg: 1975), p. 11.

[21]County Mental Health and Mental Retardation Program Service Content of the Program (Pennsylvania: 5200 Appendix 4, 1973), p. 1.

secondary school programs on a full-time basis.

Summary

This study was conducted to explore the perceptions of secondary school counselors' role and function as it pertains to their delivery of services to educable mentally retarded students. Particular emphasis has been placed on perceptions which relate to the counselor's role in mainstreaming and to the primary role and function of counselors as participants in the implementation of the mainstreaming concept.

Perceptions were assessed through the construction of a questionnaire which was sent to a sampling of representative groups of counseling and special education staff members including administrative staff, supervisors, psychologists, teachers and counselors. The questionnaire evolved from a progression of trial attempts which underwent preliminary testing with small samples both divisions.

An analysis was made of the data collected to determine whether or not various segments of the group of counselors differed in their perceptions of selected service areas of the secondary school counselor's role and function regarding educable mentally retarded students.

In accordance with the purposes of the study, the data of the study were presented within the following framework:

A. A review of literature pertinent to this study was presented in Chapter II.

B. A description of the sample selected for the survey, the evolution of the questionnaire, the form itself and the procedures utilized in conducting the survey were outlined in Chapter III.

C. The date obtained and the results of the study were presented in Chapter IV.

D. The conclusions, implications, and recommendations for further research related to the findings were contained in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, a review of the literature on guidance service delivery to educable mentally retarded pupils was pursued in three areas: historical background, legal developments, mainstreaming, implementation, and counseling as a supportive service.

Albee stated that there has been and continues to be, a conspicuous absence of research activity on the guidance of the EMR.

The initial review of related research did tend to indicate that there was a dearth of literature concerning secondary school counseling of educable mentally retarded students as it relates to mainstreaming and the recent consent degree.[1]

A literature search on the subject of this dissertation was done by Research and Information Services for Education (R.I.S.E.), a responsive educational information agency sponsered jointly by the Montgomery County Intermediate Unit and the Pennsylvania Department of Education. The current R.I.S.E. information and recommendations have been

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[1]G. W. Albee, "Needed - A Revolution in Caring for the More Retarded" Trans-Action, 5 (January 1968), pp. 37-41.

included in the review of literature and references.

Historical Background

Interest in providing for the needs of exceptional children began to become evident by the 19th Century. In 1817, Thomas Gallaudet opened a special school for deaf children in Hartford, Connecticut. This led to the formation of numerous such institutions first for deaf and blind, then for the retarded and those with emotional problems. The operative educational assumption was that such students were best served in "asylums" where they were segregated from the rest of society.[2]

The whole concept cannot be fully accounted for without mention of the individual efforts of men who originated both the institutional and educational work with the feebleminded: Itard, Sequin, and Howe.

Jean Marc Gaspard Itard (1774-1838) is cited as an originator of education of the feebleminded because of his outstanding work on behalf of the wild boy of Aveyron. He proved that even a severe defective child could be improved to some extent by appropriate training.

Edward Onesinus Sequin (1812-1880), who studied medicine and surgery under Itard, is cited because of his devoted work, investigation and treatment of idiocy.

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[2]M. Kohler, "The Rights of Children - An Unexpected Constituency," Social Policy, no. 6 (April 1971): 36-43.

He was quite successful in applying educational methods in the treatment of children at the Hospice de Incurables in Paris, France.

Samuel Gindley Howe (1801-1876), is cited because of his work as a pioneer in the field of Special Education. He sought legislation in Massachusetts for an appropriation to establish a residential school for idiotic children. In this period of history residential facilities, or asylums, were considered the best way to provide for the handicapped.[3]

It is significant, in historical perspective, to note that the development of special classes for the mentally retarded in the public schools, first on a local basis and gradually through state legislature authorization and mandate, had the effect of changing the concept of the state institution from custodial to educational.[4] Edward Sequin in his classic book on principles of education for the retarded entitled, "Idiocy and Its Treatment by the Physiological Method," wrote:

> The establishments founded for idiots have been called by various names--Schools, Institutions, Asylums, etc. We are aware that the appelation of asylum has been

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[3]S. A. Kirk and F. E. Lord, Exceptional Children: Educational Resources and Perspectives (Boston: Houghton-Mifflin Company, 1974), pp. 419-425.

[4]L. Lippman and I. I. Goldberg, Right to Education (New York: Teachers College Press, 1974), pp. 5-9.

> attached to several of the most important schools. But this term conveys exclusively the idea of a custodian, life-long place of retreat, whereas the institution or school is only temporarily open for educational and physiological treatment. In it idiots and their congeners are expected to remain during the period assigned by nature for progress in young persons, unless it sooner becomes manifest that they cannot be improved at all or any more, in which case their parents should take them out to make room for new pupils.[5]

In 1870 he authored a book entitled, New Facts and Remarks Concerning Idiocy, in which he said the following:

> The position of the existing asylums, excellent for their individual object, the treatment of idiots, may be maintained with advantage but must be strengthened by the creation of a superior institution for the treatment of idiocy; where questions corollary to the affection, and those issuing from the principle of physiological training, the correction of the early anomalies of the mind, and the training of youth according to the methods most akin to human activity, will be the object - a school, normal by its intellectual procedures, central by the position it will occupy between exceptional and common schools; in which the principles will be looked for as lovingly as individual pupils are in others; where questions, more than children, will be treated.[6]

In 1897 Maria Montessori, Italian psychiatrist, became interested in the problems of the mentally retarded because of the large number of such children in institutions

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[5]E. Sequin, Idiocy and Its Treatment by the Physiological Method (New York: William Wood & Company, Publisher, 1866), p. 9.

[6]E. Sequin, New Facts and Remarks Concerning Idiocy (New York: William Wood & Company, Publishers, 1870), p. 45.

in Italy. After reviewing the work of Sequin she reached the conclusion that the problem was basically an educational one and organized a school for the education of mentally retarded children. Her work greatly influenced pre-school education in the United States as well as the education of the mentally retarded.[7]

By the early 20th century, largely in response to the growth of compulsory education laws, school boards began to accept responsibility for the education of handicapped children. By 1911, more than 100 of the larger cities, including New York, had established special schools and special classes within public schools. Teachers' colleges began offering special training for teachers in this area.

Educators have been experimenting with placing some blind and mildly retarded children into regular classrooms as early as the 1920's. The ideas of mainstreaming developed into a major trend beginning in the 1960's when Lloyd Dunn and other researchers began to question the academic effectiveness of 'self-contained' classes for special students. New teaching techniques, such as the reward systems of behavior modification, made it possible to more severely disabled children from institutions into regular schools.[8]

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[7]Ibid.

[8]L. M. Dunn, "Special Education for the Mildly Retarded --Is Much of It Justifiable?" Exceptional Children 35 (September 1968): 5-22.

As the schools were beginning to accept responsibility for educating handicapped children and doing it in a "least restrictive environment," an important attitude change took place among those most passionately involved in educating of these children, their parents.

"In the past, parents of handicapped children often tended to be embarrassed at their situation," said Edwin Martin, Jr., Director of the Bureau of Education for the Handicapped in the United States Office of Education. He observed that "They were grateful for whatever schools would do for their children."[9]

In reviewing the literature it would appear that multiple changes are taking place in the education of "exceptional children." With the mandates of courts, local school districts have been pouring increasing amounts of money into special education at a time when school budgets are being cut in most other areas. The consequences have been great. Children long confined to institutions where they were considered beyond the responsibility of boards of education are now studying in special classrooms in regular schools.[10]

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[9]E. W. Martin, "Some Thoughts on Mainstreaming," Exceptional Children, 41, no. 3 (November 1974): 150-153.

[10]E. B. Fiske, "Special Education is Now a Matter of Civil Rights," New York Times Spring Survey, April 1976.

Legal Developments

The 1954 Supreme Court decision of school desegregation[11] and the active civil rights movement that followed, established two important principles: (1) quality education for every school-age child was not a privilege but a right, and (2) segregation of any kind worked against the goal of quality education. The parents of handicapped children decided that such principles applied equally to them as to other minorities. In alliance with special education specialists within the schools, they went to court to challenge a system that in the social climate of the 1960's now seemed to "smack" of paternalism.

The most important thrust toward inclusion of a large percentage of handicapped children in regular educational programs resulted from the court mandates in the early 1970's.

The landmark decision came in 1971 when, in the Pennsylvania Association for Retarded Children (P.A.R.C.) vs. the Commonwealth, a United States District Court ordered provisions at the State's expense, for the education of all retarded children.[12] The next year, in Mills vs. Board of Education, another Federal court extended this principle

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[11]Brown v. Board of Education of Topeka, 347 U.S. 483, 74 Sup. Ct. 686, 98 L. Ed. 873 (1954).

[12]Pennsylvania Association for Retarded Children v. Commonwealth, C.A. no. 71-42, E.D. (Pa. 1971).

to all handicapped children in the District of Columbia.[13] The court ruled further that lack of funds on the part of the school system was no excuse for failure to comply. By November 29, 1975, there was an amendment to the Education of the Handicapped Act to provide educational assistance for all handicapped children. Public Law 94-142 was cited as the "Education for All Handicapped Children Act of 1975."[14] It extablished further requirements in providing education to the handicapped with procedural safeguards in decisions which involved pupil identification, diagnosis, programming and prescriptive techniques plus due process procedures. It increases the public duty to satisfy a child's right to education.[15] Since then, suits have been filed in at least 25 states. In some cases, the suits were by parents of handicapped and gifted children.

The ripple effect of these court decisions has been considerable. Approximately 47 to 49 states now have laws mandating special education for all or most groups of handicapped children, and such enforcement is growing.[16]

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[13]Mills v. Board of Education of the District of Columbia C.A. No. 1969071 (August1, 1972).

[14]Education of the Handicapped, United States Code Annotated, 20 Sec 1402, Sec 14-3, 1411, 1412, 1413, 142-4a, 1425, and 1454 (1974).

[15]Presidential Statement, 89, 796, Weekly Compilation of Presidential Documents, II, no. 49 (December 1976).

Children who have learning difficulties are being identified from birth to age twenty-one and offered a free, public school education, regardless of their exceptionality.

The State educational agency is responsible for assuring that the forementioned requirements are carried out and that all educational programs for handicapped children meet education standards of the State educational agency.

Education in general is perhaps the most important function of state and local goverments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities and is the very foundation of good citizenship. It is a principle instrument in awakening the child to cultural values, in preparing the child for later training, and in helping the child adjust to his environment. In these days, it is doubtful that any child should be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.[17]

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[16]P. Friedman, Mental Retardation and the Law: A Report on Status of Current Court Cases. Department of Health, Education and Welfare (Washington, D.C.: Office of Mental Retardation Cooridination, April 1973).

Despite all of the remaining practical problems, it would seem that a corner has been turned in the country's attitude toward the education of the handicapped; and, inherent in this reckoning is a change in its attitude toward those who are different.

Aberson and Weintraub, two staff members of the Council for Exceptional Children, have made this point by stating that:

> The child in a wheelchair who must attend a special school for no other reason than the fact that a flight of stairs bars entry to the neighborhood school is learning that this is, in fact, a very hostile society.[18]

Yet the changes continue to occur. They further advise that:

> ...at the minimum a change in attitude will make educational opportunity a reality for all handicapped children. At the maximum, it will make our schools healthier learning environments for all handicapped children. It will made our schools healthier learning environments for all of our children.[19]

The Pennsylvania Association for Retarded Citizens (PARC) and Mills mandates have added force to the requirement that all educational placement of handicapped children

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[17]Brown v. Board of Education of Topeka, 347 U.S. 483, 74 Sup. Ct. 686, 98 L. Ed. 873 (1954).

[18]A. Aberson and F. J. Weintraub, "State Law for the Handicapped: Essential Ingredients," Compact (August 1972), pp. 327-329.

[19]Ibid., p. 15.

be based upon careful diagnosis and prescription.

> ...It hardly overstates the case to assert that right to education litigation will revolutionize the educational practice of treating students as members of a group or as components in an aggregated comsumer group.[20]

There is a verifying theme to these judicial efforts. The new theme is that education must be child-centered rather than system-centered. To assert this is one thing, to insure it is altogether another:

> There is no consensus on what is the proper or sound educational practice to be followed in the case of handicapped persons, and the bureaucratic structure of the schools tend to thwart the child-centered changes that the courts require. Moreover, change by the judicial route is particularly incremental, usually taking up one case at a time and even in the class action litigation being without power to insure the effective and meaningful implementation of judicial decrees.[21]

One should not expect the courts to accomplish and insure overnight that which educators, legislatures and consumers have been unable to do over many years--namely, the equalization of educational opportunity for the disabled, and the individualization of instruction. Equal opportunities for all exceptional children is still a distant goal.

The Rights of Children also suggests legal questions

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[20]R. H. Turnbull III, "Accountability, An Overview of the Impact of Litigation on Professionals," Exceptional Children, 41 (March 1975): 431.

[21]Ibid., p. 431.

and recent court decisions reflect the appropriateness of that frame of reference.

> Unfortunately procedures initially designed to be rehabilitative and retributive, informed but not abusive, enlightened but not willfull, have to frequently become the opposite of their intent. The newly won rights for children which have resulted from recent decisions include the right to counsel, the right to appeal due process, the right to invoke the privilege of self-incrimination, the right to confront those who give harmful testimony and the right to conviction only upon proof beyond a reasonable doubt. As Mr. Justice Black wrote in Re Gault (1967), children are entitled to these rights "because they are specifically and unequivocally granted by provisions of the Fifth and Sixth Amendments, which the Fourteenth Amendment makes applicable to the states.[22]

Public Law 94-142 supports this position in its statement that handicapped children should be educated with children who are not handicapped, unless the nature or severity of the handicap is such that education in the regular classroom with the use of supplementary aids and services cannot be achieved satisfactorily.

Although the effort to implement the mandate on the Right to Education is well under way, it has not progressed without problems for the social systems within which it operates, and for the children for whom it was established.

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[22]M. Kohler, "The Rights of Children--An Unexpected Constituency," Social Policy, 1, no. 6 (March/April 1971): p. 36.

Mainstreaming

We have entered the period of mainstreaming in special education. This is evident in the space and time given to the concept and its implementation in nearly every periodical or conference in special education.[23] The acceptance of the concept and its implementation has not been universal because of the controversial nature of present planning and because of the major changes involved for school districts.

As a result of the trend toward mainstreaming hundreds of handicapped young people are moving from special classrooms into regular classrooms for at least part of their school day. Teachers are finding that, in spite of a bleak job market in many other educational specialties, there are jobs to be found in the field of special education in many school districts. Geer, Executive Director of the Council for Exceptional Children, observed that:

> ...The education of exceptional children is no longer perceived as a matter of charity or even as a wise practice for an enlightened society determined to make the fullest use of its assets.[24]

Exceptional children are entitled to the same sort of education as other children. The new status of special

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[23]R. F. Dailey, "Dimensions and Issues in '74: Tapping Into the Special Education Grapevine," Exceptional Children 40 (April 1974): 503-507.

education is really the latest expression of the Civil Rights movement of the sixties.

With the newly recognized rights of children to education, we offer that there must be an equal responsibility to see that such rights are truly fulfilled. Under the rights of the individual child accountability, as imposed by the courts in right to education litigation, minimally means requiring the state to do what it has undertaken to do--that is to provide an appropriate education to all pupils, including the handicapped. It means more than this, however. The requirements that procedural due process be satisfied before placement and classification decisions are made, tend to focus attention on the individual student's needs, rights, and interests.

An important trend in the planning for handicapped children in institutional settings, as well as in progressive special education programs is the move toward the provision of an individual educational prescription for each child. State regulations require that pupils identified for special education services have such prescriptions prepared and used by regular teachers as well as special educators in the instruction of these children. It is to be expected that this significant trend will have its impact upon regular education. Already the expertise of

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[24]W. C. Geer, "Training for Mainstreaming," Exceptional Children, 43 no. 6 (March 1977): 377-379.

special educators is being used to direct teaching strategies toward improvement of individualization of instruction.

Part of the problem in respect to implementation of the concept of mainstreaming has been the confusion and uncertainty surrounding a precise definition of the concept. For example, Dailey reported that while mainstreaming is the most significant issue now, it was marked by a variety of definitions and constituents--integration, deinstitutionalization, nonlabeling, and declassificaiton. Also, some definitions include nothing constructive in educational service, merely a removal of label and a return to a regular class.[25] Mercer described mainstreaming as a strategy of normalization; a continuation of special education services. At one end of the continuum are those children who are able to succeed in regular classrooms with no assistance beyond the regular school program.[26]

While there may not be a definition that is universally agreed on, there are some basic themes that can be looked to for understanding of the intent of mainstreaming:

Mainstreaming is:

1. Providing the most appropriate education for

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[25]R. F. Dailey, "Dimensions and Issues in '74: Tapping Into the Special Education Grapevine," Exceptional Children, 40 (April 1974): 503-507.

[26]J. R. Mercer, "The Who, Why and How of Mainstreaming," American Association on Mental Deficiency 79, no. 2 (June 1974): 202.

each child in the least restrictive setting.

2. Looking at the educational needs of children instead of clinical or diagnostic labels such as mentally handicapped, hearing impaired, or gifted.
3. Looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers and resource room teachers.
4. Uniting the skills of general education and special education so that all children may have equal educational opportunity.[27]

Mainstreaming is not:

1. Wholesale returning of all exceptional children in special classes to regular classes.
2. Permitting children with special needs to remain in regular classrooms without the services that they need.
3. Ignoring the need of some children for a more specialized program than can be provided in

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[27]M. T. Angele, "What Is Mainstreaming?" Exceptional Children, 24, no. 3 (November, 1975): 650-653.

a general education program.

4. Less costly than serving children in special self-contained classrooms.

In review, the definitions offered seem to fit one of two broad categories: (a) those which merely state something about desegregating and delabeling, and (b) those which feature some steps in which a child is assisted in a regular educational program. The definition offered by Kaufman is accepted with some additional constraints:

> Mainstreaming refers to the temporal, social, and instructional integration of eligible exceptional children with normal peers. It is based on an ongoing individually determined educational needs assessment, requiring clarification of responsibility for coordinated planning and programming by regular and special education administrative, instructional, and support personnel.[28]

In essence, mainstreaming is defined as an educational option for handicapped youth which provides support to the handicapped student and his teacher while he pursues all or part of his education within a regular school program with non-handicapped children.[29]

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[28]M.S. Kaufman, "Mainstreaming--Toward an Explanation of the Construct," Focus on Exceptional Children, 7 no. 3 (May 1975): 1-5.

[29]G. M. Clark, "Mainstreaming for the Secondary Educable Mentally Retarded--Is It Defensible?" Focus on Exceptional Children, 7 no. 2 (April 1975): 1-5.

Implementation

A problem in implementation of the concept of mainstreaming is the development of skills and strategies for teaching the special child once thought to be uneducable.

First, the philosophy behind teaching special children has changed. Once thought uneducable, they are now viewed to benefit from instruction, although to varying degrees. The possibility of cognitive and emotional growth encourages professionals in the field to try to design better special education programs.

Second, many exceptional children used to go to private schools or special facilities offering different kinds of instruction for particular handicaps.[30] They were not the public's responsibility. But increasingly there has been a movement to integrate special children into public schools. State and federal funds have been provided to public schools for the additional services that special children require. Whether they are in self-contained classrooms within regular public schools or mainstreamed into regular classrooms throughout the school, they need the attention and skills provided by people trained to work with special children. As a result, the demand for special education teachers, psychologists,

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[30]J. Marver, "An Analysis of the Allocation of State Resources for Exceptional Children Between Public and Private School Programs,"(Masters thesis, Graduate School of Public Policy, University of California, Berkely, 1974).

counselors, and administrators in the public schools had increased markedly.[31]

Conceptually, the matter of mainstream education for the mildy retarded is one of the most controversial issues facing special education. On one hand, its advocates claim that segregated placement has actually perpetuated maladaptive cognitive, behavioral, academic and vocational skills in this group (Christoplos and Renz, 1969: Dunn, 1968: Johnson, 1962; Lilly, 1970, 1971; Reger, Schroeder and Uschold, 1968).[32] Kilstoe, on the other hand, claimed that most criticisms of the special class philosophy are not substantiated by research findings, and suggest that the situation is not as bad as it is purported to be.[33] Based on this point of view, it is possible to make some realistic predictions about the outcome of mainstreaming mildly retarded children in the educational process. The

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[31]C. D. Milofsky, "Why Special Education Isn't Special," Harvard Educational Review, 44, no. 4 (November 1974): 18.

[32]Christoplos and P. Renz, "A Critical Examination of Special Education Programs," The Journal of Special Education, 3 (1969): 371-379; L. M. Dunn, "Special Education for the Mildly Retarded--Is Much of It Justifiable?" Exceptional Children, 35 (September 1968): 5-22; G. O. Johnson, "Special Education for the Mentally Retarded--A Paradox," Exceptional Children, 29 (1962): 62-69; M. S. Lilly, "Special Education: A Teapot in a Tempest," Exceptional Children 37 (1971): 745-749; R. Reger, W. Schroeder and D. Uschold, Special Education: Children with Learning Problems (New York: Oxford University Press, 1968).

[33]O. D. Kolstoe, "Programs for the Mildly Retarded: A Reply to the Critics," Exceptional Children 39 (1972): 51-56.

critical variables to be considered are (1) the upper limits of the child's potential (determined by the causes of his reduced function), and (2) the effectiveness of special educational programs in helping him to attain his level of potential.[34]

Kirk defined the exceptional child as one who deviates from the average or normal child: (1) in mental characteristics, (2) in sensory abilities, (3) in neuro-muscular or physical characteristics, (4) in social or emotional behavior, (5) in communication abilities, or (6) in multiple handicaps to such an extent that he requires a modification of school practices, or special educational services in order to develop to his maximum capacity.

If this definition is broad, so are the special education programs that have not enabled special educators to diagnose with great specificity the causes of a child's learning problems or to design with many accuracy a program of instruction tailored to the child's needs.[35]

The actual concept of mainstreaming requires that "exceptional" children be educated in the same environment as all other children wherever possible. Support for the notion of mainstreaming has grown out of earlier concerns over the doubtful efficacy of the traditional approach of separating "exceptional" children from their peers for special educational services (Blatt, 1960; Dunn, 1965,

Filler, Robinson, Smith, Vicent-Smith, Brickly, and Borcher, 1975).[36]

The degree to which these children should be segregated into special classes has always been a matter for open controversy in American schools. In the late 1960's a nationwide movement toward mainstreaming was well underway. Many groups were handled in the schools with little or no segregation. Some special schools operated on integrated plans in conjunction with regular classes which were housed in the same building.[37]

At this point a distinction should be made between the policy of mainstreaming and its implementation. As a policy there is support both within and outside of special education circles for the placement of children with mild learning problems in a regular class.[38]

The current need is for effective pragmatic implementation. This includes idendifying, evaluating and reevaluating the children while developing techniques and curricular

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[34]W. E. Stephens, "Mainstreaming: Some Natural Limitations," Mental Retardation, 3 no. 2 (June 1975): 95-97.

[35]S. A. Kirk, Educating Exceptional Children (Boston: Houghton-Mifflin Company, 1972), p. 9.

[36]J. W. Filler, et al., "Evaluation and Programming in Mental Retardation," Future of Children (San Francisco: Jossey Bass, 1975): B. Blatt, "Some Persistently Recurring Assumptions Concerning the Mentally Subnormal," Training School Bulletin, 57 (March 1960): L. M. Dunn, Exceptional Children in the Schools (New York: Holt, 1963).

materials to work around their disabilities. One must build on their assets and evolve suitable methods for utilizing all the resources of the school and the community to maximum educational effect for the individual child. One must also implement the mandate with administrative arrangements, instructional strategies, teachers, specialists, therapists, and all support service personnel. All staff should work toward achieving the single goal: the fullest and most effective education of the individual. As an outgrowth, counseling has become one of the important support services in the process of implementing mainstreaming and the total concept of the Right to Education Consent Decree.

A major step toward the broad implementation of the concept of mainstreaming occurred in Philadelphia with the expansion of the resource room plan. In September 1970, the Department of Special Education of the Philadelphia School District cooperated in a plan for pre-service education training of special education teachers. Each year, approximately twenty special education teachers were trained as

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[37]S. A. Kirk and F. E. Lord, "Educational Resources and Perspectives," Exceptional Children, 40 (June 1974): 19-425.

[38]F. H. Norton, "Counseling Parents of the Mentally Retarded Child," The School Counselor, 23, no. 3 (January 1976): 200-205.

specialists in resource room techniques, and in the development of competencies in supportive relationships with classroom teachers. Since the resource room was a recent concept, research assessing its efficacy for educating mentally retarded children was limited according to Hammill, Iano, McGettigan and Widerholt.[39]

Currently there is a national thrust directed toward removing special education pupils from isolated situations. The emphasis is upon the meshing of regular education and special education with supportive services and needed staff development to reduce resistance. Special education has increased in prominence as a major area for study and development. Programs are being heavily monitored at both the local and state level regarding implementation. Martin expressed fear that in the name of progress we may subject the very children we hope to help to painful and frustrating educational experiences. He stated:

> I am concerned today, however, about the pell-mell, and I fear naive, mad dash to mainstream children, based on our hopes for better things for them. I fear we are failing to develop our approach to mainstreaming with a full recognition of the barriers which must be overcome.[40]

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[39]D. Hammill, et al., "Retardates Reading Achievement in the Resource Room Model," Training School Bulletin, 63 (1972): 105-107.

[40]E. W. Martin, "Some Thoughts on Mainstreaming," Exceptional Children, 41 no. 3 (November 1974): 150-153.

The outcome of this approach to mainstreaming should move the mildly retarded student from the special education class back into the traditional educational program and remove the stigma associated with special classes. It should also provide a realistic school situation which prepares mildly retarded students to meet the contingencies of life with adequacy and a feeling of dignity.[41] New trends and practices in education involving organizational changes, curricular changes, multi-media instruction and instructional resources have increased the capability of handling individual differences within the regular class setting.[42]

The present trend toward mainstreaming has been brought about by the recognition of cultural bias in psychometric testing, emphasis on normalization of the handicapped and realization on the part of educators that the process of labeling has debilitating effect on handicapped students. Expanding literature in the field of special education suggests that isolation in special classes is not the most effective form of education for the mildly handicapped.[43]

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[41]M. J. Kaufman, "Mainstreaming Toward An Explanation of the Construct," Focus on Exceptional Children, 7, no. 3 (May 1975), pp. 1-12.

[42]D. L. MacMillan, L. Jones and E. C. Myers, "Mainstreaming the Mildly Retarded: Some Questions, Cautions and Guidelines," Mental Retardation, 14, no. 1 (February 1976): 3-5.

[43]E. B. Nyquist, Mainstreaming: Idea and Actuality (Albany: State University of New York, 1975).

Counseling as a Supportive Service

Counseling For All Pupils

The specific services for special education pupils should be incorporated into counseling services for all pupils and not lessened to any degree. The printed Statement of Function of the School Counselor in the Phila-Public Schools clearly points out that counselors are committed to provide six major areas of services for all students, (1) working with school staff, (2) counseling individuals and small groups, (3) working with parents, (4) providing educational and career planning, (5) making and coordinating referrals to other school specialties and to community agencies, and (6) providing consultative services.[44]

The perspective used by the American School Counselor Association in outlining the role of the school counselor is that of the pupil needs which he serves. Some of these needs involve direct service to pupils; others are met by services provided to the school staff, parents and the general community. In brief, these needs consist of:

A. The need for the pupil to understand and accept himself, develop personal decision-making competencies, and formulate and implement plans for

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[44]Division of Pupil Personnel and Counseling, Statement of Function, School District of Philadelphia, 1975.

his future development.

B. The need for the school staff to understand the importance of the individual pupil and for assistance in making appropriate educational provisions for his development.

C. The needs of teachers and parents for information regarding the development of individuals and groups of pupils.

D. The needs for various kinds of assistance from non-school sources for some pupils.[45]

Counseling is concerned with (1) promoting the pupils' self understanding and self-acceptance, (2) facilitating personal decision-making and planning, and (3) the resolving of special problems. Counseling can be characterized as a confidential accepting, non-evaluating permissive, face-to-face relationship in which the counselor uses his professional knowledge and competencies to assist the pupil to resolve better those problems and issues which he would normally resolve less satisfactorily without counseling assistance. The responsibility for decisions and plans in counseling rests primarily with the pupil, with due respect for his level of maturity. Related guidance services include:

Pupil Appraisal

In which the counselor obtains, analyzes and interprets

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[45]Ibid., p. 2.

information regarding pupil aptitudes, achievement, interests, and attitudes for use by pupils, parents, and school staff members.

Teacher Consultation

In which the counselor assists teachers to better understand and plan for the educational and psycho-social development of pupils.

Parent Conferences

In which the counselor helps parents better understand and accept the pupil, and to explore opportunities and resources for the pupil's growth and development.

Research

In which the counselor makes a continuing effort to delineate the needs of pupils and the effect of the school program on pupil development.

Liaison

In which the counselor coordinates the needs of pupils with other school pupil personnel services and non-school resources.[46]

While at various times and to varying degrees, some staff members are concerned with some of these pupil needs and professional functions. Others, like the school counselor derive their professional purpose, preparation and performance from the pupils. Only the school counselor

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[46] Ibid., p. 3

defines his role as one of serving these pupil needs through professional functions.[47]

The major responsibility of the counselor is to assist an individual through a counseling relationship in which he will utilize (1) his won resources and (2) his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental needs, his vocational aspirations and his educational activities.

The counselor also engages in related activities and makes effective use of the services of other professional personnel through referrals and consultation. The counselor works with other persons in his employment environment in a manner which facilitates the achievement of desirable objectives for the benefit of the pupil. He may perform additional services for which he has the necessary preparation--the nature of which are such that they are logically his professional responsibility within the setting in which he works.[48]

The Pennsylvania School Counselors Association Task Force on the Role of the Counselor reported that guidance is concerned with the educational, emotional, and social

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[47]J. W. Loughary, R. O. Stripling and P. W. Fitzgerald, Counseling: A Growing Profession (Washington: American Personnel & Guidance Association Publications, 1965): 94-99.

[48]Ibid., pp. 78-79.

development of all students in relation to their total school experience. It is an integral part of the school program, consisting of a coordinated plan involving pupils, parents, and all members of the professional staff, as well as numerous specialists. Although the counselor plays a major role in developing and implementing a plan of guidance, the cooperation and active participation of teachers and administrators are essential for an effective program. The classroom teacher, because of the direct involvement with students on a daily basis, plays an essential role in any guidance program.

The school administration provides the climate and helps set appropriate guidelines and conditions for an effective guidance program. Parents and community must be informed regarding the school's program of guidance services. Such an understanding leads to better relationships between home and school for the benefit of the student. The counselor is the key figure in the program, working directly with students and serving as a resource person for parents, teachers, and administrators. The center of the guidance program is the individual pupil for whom the counselor hopes to provide a meaningful educational experience.[49]

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[49]Pennsylvania School Counselor Association, Role of the School Counselor, 1974, p. 10.

Sievers of the U. S. Office of Education, in discussing the administration of the National Defense Education Act, epitomized the school guidance program as consisting of six elements: analysis, information, orientation, counseling, placement and follow-up.[50]

Wrenn described the Counselor's Program Responsibilities as three-fold: (1) Counseling with students on matter of self-understanding decision-making, and planning, using both the interview and group situations; (2) consulting with staff; (3) studying changes in the character of the student population and making a continuing interpretation of this information to the school administrator and to curriculum development committee.[51]

The secondary school counselor is considered a professional educator with specialized graduate-level training in counseling and related guidance services. His major concern is for the normal, developmental needs and problems of all the pupils for whom he is responsible. He is an integral part of the school staff and a member of the pupil personnel team. In addition, he is a person who is dedicated to the idea that a pupil will enhance and enrich his personal devel-

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[50]F. L. Sievers, "N.D.E.A. Administration--Brickbats and Roses," Administering the National Defense Education Act, (Syracuse: University Press, 1963): 46.

[51]G. C. Wrenn, The World of the Contemporary Counselor (Boston: Houghton-Mifflin Co., 1973): 47.

opment and self-fulfillment if given an opportunity to experience and accept a non-evaluative relationship in which he is helped to better understand himself and his environment and the relationship between them.[52]

A department of secondary school counselors described the role of the counselor as helping one. This conclusion was reached because these counselors work not only with the pupil, but with parents. The interact with concerned school personnel (teachers, nurses, administrators, attendance workers, etc.), community and agency workers (i.e. court, personnel) in order to help the pupil realize and use his fullest potential in coping in the school situation. Counseling is preventitive in that it is hoped that counseling will stop certain problems from occurring. It is also adjustive in that it takes place after certain problems have manifested themselves. In the counseling process, the counselor holds conferences, makes referrals to other helping services, both in the school and to the community, agencies, and clinics. The parents must be closely involved and contacted in frequent conferences on their children's needs. It is important not only to have early identification of children in need of counseling help, but to further identify

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[52]J. W. Loughary, "The Role of the Secondary School Counselor," Counseling, A Growing Profession (Washington, D. C.: American Personnel and Guidance Association Publications, 1965): 78-79.

these pupils who require more intensive help and/or placement in special school settings.[53]

Within the spectrum of counseling services for special education (and other students) lies the commitment to educate all children. The School District of Philadelphia is firmly committed to developing all children to their fullest potential and in making each learning step meaningful and desirable to each learner. It intends (1) to provide opportunities for greater self-understanding; (2) to stimulating awareness of the child's immediate and larger worlds; and (3) to prepare all children to function efficiently, usefully, and constructively in their present and later lives. An intensive effort is made to instill in each child a sense of his own personal worth, as well as a sense of respect and appreciation for the differences, needs, and aspirations of other people.

The school system is committed to the belief that learning to be effective must take place in ways which gain the confidence of all participants in public educations; students., parents, school district professional and non-professional staff, and members of the community.

Basic to these committments are the following system-wide

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[53]D. Goodis, et al., "The Expanding Role of the Counselor and Counseling Procedure," Strawberry Mansion Junior High School (Philadelphia, PA: October 1976): 1-4.

goals:

I. Development of reading, writing, and computational skills in all students.

II. Development of constructive citizenship and socially acceptable behavior on the part of all students.

III. Development of occupational skills essential for entrance into and success in business and industry.

IV. Preparation of young people for further higher continuing education.

V. Providing a complete and well-rounded educational program for all students and contributing to the development of good health, creativity, aesthetic appreciation, understanding of science, technology, and the language and culture of people throughout the world.

VI. Developing in all students an understanding of active participation in our American Democratic form of government.

VII. Development in all students of an understanding and appreciation of persons of other social, cultural and ethnic groups.[54]

The achievement of the above goals requires that the

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[54] M. P. Marcase, Education for All Students, The System-Wide Goals of the School District of Philadelphia, Philadelphia, PA (October, 1976), pp. 1-94.

school district:

1. Provide for the meaningful involvement of parents and the total community in the educational process.
2. Implement a comprehensive program in career education.
3. Provide a variety of educational programs to meet the specific needs of individual students, including effective special education, early childhood, and alternative programs.
4. Provide multi-racial and multi-cultural opportunities for all students.
5. Provide a safe, clean, supportive physical, social, and emotional environment for learning.
6. Improve staff performance at managerial, instructional and supportive levels.
7. Encourage improvement in student and staff attendance and punctuality.
8. Develop and promote greater economy, efficiency, and effectiveness throughout the school system.[55]

Counseling for Educable Mentally Retarded Pupils Secondary Schools

Counseling has become an important school supportive service in the process of implementing the concept of main-

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[55]Ibid., p. 2.

streaming. Concurrent with the development of this trend toward the integration of the mildly retarded, there has been an increase in the demand for supportive services to provide for the special needs of the educable mentally retarded pupil. There is, however, a significant absence of written material in the area of the delivery of counseling services to secondary school educable mentally retarded students.

According to Island, researchers have given the topic minute emphasis and subsequently there are few published materials in this area listed in the Review of Educational Research.[56] Much has been written about specialized counseling services in the areas of the college-bound, the job-bound, motivational and vocational counseling, but there is little to be found in the area of counseling the educable mentally retarded secondary pupil. The resistance of administrators and teachers to accepting these pupils underlies the many expressions of concern over the problems of placing these pupils in regular classroom settings. Several studies tend to indicate the need (1) for coordinated planning, (2) for increased staff development, (3) for the development of programs designed to change attitudes toward mentally retarded pupils, and (4) for the study of

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[56]D. D. Island, "Counseling Students with Special Problems," Review of Educational Research, 40 (April 1969): 247.

existing models and alternative programs.

English and Palla's survey reported that important judgements in mental retardation are made based on the physical degrees of retardation.[57] This finding and perceptual change may be needed for those who must deal with students possibly having both mental and physically handicapping conditions.

Jordon, in his cross-cultural analysis of attitudes toward the mentally retarded, concluded that attitudes become more favorable only if persons perceive their contacts with the mentally retarded as being both voluntary and enjoyable.[58]

Thorne, when studying the similarity between counseling the mentally retarded and counseling other individuals, found additional evidence on this topic:

> It should be apparent that the counseling of the mentally retarded is basically no different from the counseling of average or superior individuals. The techniques and methods must be modified to suit the special problems that are presented by persons with low level of mental ability, and are magnified by a society which does not understand how to help the mentally retarded use their abilities effectively. The skills of a

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[57]W. English and D. Palla, "Attitudes Toward a Photograph of a Mildly and Severely Retarded Child," Training School Bulletin, 68, no. 1 (September 1971): 55-63.

[58]J. E. Jordon, Attitude Behaviors Toward Mentally Retarded Persons: A Cross-Cultural Analysis (East Lansing, Michigan: State University, 1970), pp. 95-104.

> counselor are put to a real test when the usual difficulties of the mentally average person are complicated by disabilities. Counseling skills meet a similar challenge in working with the mentally retarded.[59]

Gearheart's position supports the need for persons who are accepting and understanding to work with mentally retarded. He wrote that:

> The emotional problems experienced by the mentally retarded are probably more directly related to the lack of acceptance of the mentally retarded on the part of people with whom they interact than to the actual mental retardation.[60]

Shotel, Iano and McGettigan's study indicated that an orientation program that disseminates knowledge and understanding of exceptional children initially changed the attitudes of regular teachers who had volunteered for such training.[61] This suggests that teachers who are voluntarily trained to work with the educable mentally retarded and committed specifically to this challenge will be more successful in accepting and educating these pupils.

The focus of service should be based on the following

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[59]F. C. Thorne, "Counseling and Psychotherapy with Mental Defectives," Counseling and Psychotherapy with the Mentally Retarded (Illinois: The Free Press, 1957),pp. 54-69.

[60]B. R. Gearheart, Education of the Exceptional Child, History, Present Practices and Trends (San Francisco: Intext Educational Publishers, 1972): 53.

[61]J. R. Shotel, R. P. Iano, and F. F. McGettigan, "Teacher Attitudes Associated with the Integration of Handicapped Children," Exceptional Children, 38 (May 1972): 667-683.

goals for mainstreaming:

1. To establish a procedural format to enable educable mentally retarded adolescents to be integrated into regular programs of education at the secondary level.
2. To define an appropriate model of the team approach as a positive force for the development of academic and social skills by educable retarded adolescents.
3. To provide teachers of integrated regular classes with ample opportunity and support for the development of curriculum models which will offer high social and achievement behavior on the part of educable mentally retarded pupils.
4. To provide staff development for all regular teachers and professional personnel needing increased understanding and positive attitudes in respect to the instruction of educable retarded pupils in regular programs and also to assist teachers in the development of instructional skills and methods to meet the needs of these pupils.
5. To restrain experienced special education teachers to assist educable mentally retarded children in realizing a high level of learning potential through serving as facilitators, prescriptive and itinerant

teachers in support of pupils assigned to regular classrooms.

6. To train auxiliary personnel to function with specified responsibilities as members of the educational team in the regular classroom where the student enrollment includes retarded adolescents.
7. To provide consultation to teachers, counselors, parents and community and agency representatives in providing educational services to educable mentally retarded pupils.
8. To design follow-up and evaluation services in relation to educable mentally retarded pupils.
9. To provide a range of resources to junior high schools in a specific effort to assure that these schools can respond to the needs of educable mentally retarded pupils.[62]

An awareness of the needs and behavioral manifestations of the educable mentally retarded pupils, based on these program goals, should be of concern to counselors working with these pupils. Beck suggested that the counselor must develop skills to meet the requirements of the special characteristics of the educable mentally retarded child.[63]

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[62]M-N. E. Young, A Plan for Integration of Retarded Educable Pupils in Regular Programs of Junior High Schools, Bulletin, 68 (June 1971): 55-63.

There are two particular times in the lives of educable mentally retarded pupils when a greater need for the help of the counselor becomes evident. First, when they enter school both the student and his parents need help accepting and understanding his limitations without feeling sorry for himself. Second, during adolescence the handicap is brought to the pupil's attention even more forcefully when he attempts to achieve independence and make the normal emotional adjustments that this time of change brings to any child.

Johnson's view is that the educable mentally retarded child has a larger number of personality problems for the following reasons: (1) he encounters a disproportionately large number of frustrations and difficulties in his attempts to solve his problems; (2) he encounters many more situations on non-acceptance and misunderstanding than to the non-mentally retarded; and (3) it is more difficult for him to develop realistic and healthy self-concepts. Thus, the educable mentally retarded pupil is in greater need of counseling services than the general school population.[64] This theory makes it imperative that the counselor assume the responsibility of offering to retarded pupils, their parents

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[63]H. L. Beck, Social Services to the Mentally Retarded (Springfield: Charles C. Thomas, Publisher, 1969): 94-95.

[64]G. O. Johnson, Guidance for Exceptional Children Education of Exceptional Children and Youth (Englewood Cliffs, NJ: Prentice Hall 1967), pp. 631-670.

pupils, their parents, and their teachers, the same degree of service that is provided to the parents and teachers of other children.

Norton stated that "the role of counselors is to work not only with the mentally retarded child, but with all the significant adults in the child's life.[65]

Within the scope of delivering counseling services to the educable mentally retarded pupil, Strang listed seven major responsibilities the counselor should develop with the pupil:

1. To identify him.
2. To aid teachers in providing the experience he needs.
3. To aid teachers in providing assistance to him through classroom guidance.
4. To hold interviews as needed with these students and their parents.
5. To open up community resources and educational opportunities.
6. To advise administrators about changes needed to meet their needs.
7. To conduct case conferences as needed.[66]

Another opinion of what counselors should provide for educable mentally retarded students was expressed by Gowan:

> The guidance counselor should be trained to provide service to any student who is able to attend school. A review of

> the literature indicates that the counseling profession has tended to neglect certain student groups while aiding other groups without sufficient knowledge of counseling results. The counselor should not leave all interaction with the exceptional child to the special educator. Instead, the counselor should be provided with the necessary special knowledge to aid exceptional students in life adjustments.[67]

Secondary school educable mentally retarded pupils should be encouraged to share career resources, including computerized vocational guidance and occupational data. The special services of a school job coordinator for occupational programs should be utilized in the planning of career experiences, on a volunteer basis, for educable mentally retarded pupils. Such efforts might enable the exceptional student to earn wages through part or full-time work study programs.

Fantini captured a similar philosophy when stating that:

> Quality education is becoming a basic necessity, the absence of which is measured in survival terms. The ability of any person, group, or society to grow, develop, and prosper and, conversely, to stagnate and decline will depend largely on the quality of education available and on its means of delivery.[68]

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[66]R. Strang, "The Counselor's Contribution to the Guidance of the Gifted, the Underachiever, and the Retarded," The Personnel and Guidance Journal, 34 (April 1945): 96.

[67]J. C. Gowan, et al., eds., The Guidance of Exceptional Children (New York: David McKay Company, 1972) p. 28.

The preceding literature indicates that the scope of a counselor's responsibilities with the educable mentally retarded is broad and requires more investigation and definition than is presently available. In summary, the research cited suggests that educable mentally retarded pupils need to have the services of the counselor as a part of a coordinating force supporting their survival.

halpern and Bernard believe that, as in the case with other pupils, the educable mentally retarded pupil possesses a variety of counseling needs. Perhaps his most important needs are to understand the difficulties he faces in a regular classroom and to receive help in adjusting to the school environment. Counseling which meets such needs should provide knowledge above and beyond that of a competency in counseling principles or techniques. Specifically, counselors must know about the broad medical, social, and educational implications of mental retardation. They must be aware of the various programs and community resources which are available to the mentally retarded pupil and his family. In addition, they must have positive attitudes toward the mentally retarded and be free from stereotypes concerning such retardations. Based on these conditions, Halpern and Bernard made the following recommendations for

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[68]M. D. Fantini, "From School System to Educational System," Phi Delta Kappan 57, no. 1 (September 1975) pp. 21-28.

counselors who serve educable mentally retarded pupils:

1. The counselor who works with retarded pupils should be prepared to help his clients experience meaningful success within the school environment.
2. The family of the educable mentally retarded pupil should be incorporated into the counseling process.
3. The counselor should help his retarded pupils to develop interests and activities outside of the school environment.
4. In addition to being generally facilitative, the counselor who works with retarded pupils should become well acquainted with the broad field of mental retardation on both intellectual and experiential levels.
5. Counselors should not rely exclusively on any single counseling technique with retarded pupils. Until methods of differential diagnosis are refined, however, counselors should not attempt to select techniques on the basis of the cause of retardation. Other criteria for selection should be employed, such as counselor skills, client skills, and client problem areas.
6. Group techniques are particularly useful with retarded clients in that one of the most appropriate goals of group counseling is to enhance the pupils' adaptation. The group should be structured by the

counselor, and the procedures should be oriented more toward activity than discussion.[69] In essence, if counselors work toward normalization and possess...

> the understanding of and attitudes toward the mentally retarded that have been described, are able to provide a minimal level of the core facilitative conditions, and are tuned in to the environmental needs of clients as well as their psychological needs, and are patient in terms of his expectations for progress, the mentally retarded clients will have a better-than-ever chance of being significantly helped during the counseling process.[70]

It has been clearly stated that in order to succeed in a complex secondary school setting, educable mentally retarded pupils need extensive supportive counseling in addition to the joint participation of others. Therefore, it is hoped that guidance and counseling services will be both amplified and implemented, as delineated by counseling supervisors in the following statement of role and function.

In order to provide an effective counseling program for secondary educable mentally retarded pupils, counselors shall be responsible in performing the following functions and activities:

1. Individual Counseling

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[69]P. L. Browning, Mental Retardation (Springfield: Charles C. Thomas, Publisher, 1974), pp. 269-289.

[70]Ibid., p. 276.

Counselors should provide intensive counseling to pupils based on their special needs in the area of social adjustment, educational program planning, appropriate agency referrals, career planning and employment. Optimally, individual counseling should also help them to deal with limitations, frustrations, and problems faced by them, and help each individual to attain self-understanding, improve his self-image and self concepts.

2. Group Counseling

Group Counseling is a needed form for discussion and understanding of social problems such as drug and alcohol abuse, communicable diseases, and sex education. The group setting is an excellent vehicle for counselors to work with pupils around developing and maintaining positive peer, employer, and employee relationships within the school work program.

Counselors need to be very familiar with all aspects of what is offered in their own schools and in other schools in the area of vocational training, with an emphasis on the pupil becoming self-supporting citizens.

3. Team Conferences

Counselors should provide an in-depth interpretation of the educable retarded pupils' needs to total school staff. They should be a part of an interdisciplinary team consisting of teacher, supervisors, nurse, and principal which meets regularly to discuss problems posed by these pupils. This team should intervene when a pupil needs specialized help.

A good human working relationship between all members of the interdisciplinary team is imperative. The mutual interest of the team should be in helping pupils make the most of their school experience and a better adjustment in their daily living.

4. Career Guidance Services

Counselors must be able to provide a program for orientation and introduction to the world of work for educable mentally retarded pupils on a planned step-by-step basis. Counselors should make referrals to work training centers and must be knowledgeable about career opportunities, sheltered work experiences, post-high school training opportunities, employers and employment opportunities, as well as rehabilitative services and other support systems.

5. Community Support Services

Counselors should have on-going relationships with community agencies such as mental health/mental retardation centers, hospitals, Department of Public Welfare, the Bureau of Vocational Rehabilitation and with recreation facilities. This usually involves numerous contacts with individual agency workers, parents and pupils with much follow-up work regarding the preparation of written forms and summaries for the agencies.[71]

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[71]Division of Pupil Personnel and Counseling, Statement of Function, School District of Philadelphia, 1975.

6. In-Service Training

In-Service training for counselors is consistently needed. Staff development should also be included to increase counselors' awareness of ways and resources for helping educable mentally retarded pupils.

Specific social and personal learning experience should be built into the curriculum for secondary school educable mentally retarded pupils. Counselors should be skilled in such areas to act as consultants in the development of such activities.[72]

Counselors should also know how to interpret past, current, and future laws regarding educable mentally retarded pupils.

The consent decree mandates appropriate placement, due process hearings, prescriptive teaching and re-evaluation at regular intervals. Counselors should have accessible to them psychological evaluation data for referral purposes and background information. Counseling personnel should be well trained on how to prepare the data information needed for securing psychological services.

Summary

There is a national thrust directed toward removing special education pupils from isolated situations. The emphasis is now upon the meshing of regular education and special

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[72]Ibid.

education with supportive services and needed staff development to reduce resistance. Special education has increased in prominence as a major area for study and development. Programs are being heavily monitored at both the local and state level regarding implementation. Children who have learning difficulties are being identified from birth and offered a free, public school education until age 21 regardless of their exceptionality.

The approaches for the evaluation, placement and adjustment of the educable mentally retarded pupil in the secondary school setting strongly support and suggest the efficacy of "teamwork" among counselors, supervisors, psychologists, special and regular classroom teachers, administrators, medical and health services, family, regular student body and community agencies. This is a pattern that merits continuation and extention into other areas as well.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this chapter is to describe the methodology of the present study which was designed to accomplish the major purposes set forth in the first chapter; namely to assess and describe secondary school counselors' perceptions of their role and function in delivering counseling services to educable mentally retarded pupils. It was expected that the information from the study would assist in the development of a model for expanding counseling support services for educable mentally retarded pupils through in-service training programs and increased staffing as reflected in recent mandated special education requirements.

The chapter contains a detailed description of the methods used for the sample selection, survey instrument development, date collection, and the data analysis. The presentation, analysis and application of the data itself will be covered in Chapter IV. A copy of the survey instrument used in the study is included as Appendix B.

The Counselor Sample

In this study, the total Philadelphia School District

population of secondary school counselors serving educable mentally retarded pupils was used. This population consisted of 116 certified counselors. The source used to locate and verify the criteria for the selected counselors was the Counselor Staff Directory, 1976-1977, published by the Division of Pupil Personnel and Counseling Services for the School District of Philadelphia.[1] It should be noted that the counselors who were identified are from the regular complement of school counselors who had previously volunteered to serve as providers of counseling services for these pupils who, under a new state mandate, were classified as being secondary school-age educable mentally retardates.

A composite list was developed which contained the identified counselors' names and the schools which they serviced. A cover letter (Appendix A) was developed as a vehicle for securing their involvement in the study. The letter explained the purpose of the survey, the importance of the information they could provide, and a copy of the survey questionnaire (Appendix B), which they were asked to complete and return. Anonymity was insured (1) by requesting that neither name nor school code be put onto the survey questionnaire and (2) by enclosing a stamped,

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[1]Division of Pupil Personnel and Counseling Services. Counselor Staff Directory, 1976-1977. Philadelphia, PA. The School District of Philadelphia, 1976.

self-addressed envelope which would be returned by first class mail.

The Questionnaire

A questionnaire was used in the study to gather information on the personal and professional characteristics, counseling relationships, counseling delivery techniques, and counseling service effectiveness of the identified secondary counselors serving educable mentally retarded pupils.

The primary source for the questionnaire was the instrument developed by McKay (1974) in his dissertation study of the incidence, training, and felt competence of guidance counselors in the junior high schools of Ohio.[2] McKay followed the procedures and recommendations of Good and Scates (1954) to establish the face validity and clarity of his instrument.[3] This procedure provided him with an instrument which secured accurate survey information from junior high school counselors.

For this study, McKay's instrument was modified to obtain, in addition to the basic information, specific information from secondary counselors in terms of their understandings, perceptions, and concerns about the mainstreaming concept. Therefore, additional questions were

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[2]J. D. McKay, "Characteristics of Junior High Counselors Related to Guidance Services for Educable Mentally Retarded Pupils," (Ph.D. dissertation, University of Akron, 1974).

developed about mainstreaming and added to the original questionnaire. These newly designed questions were randomly interspersed within the existing structure of the questionnaire. This method for the insertion of the new items to replace others was performed to insure that the highest level of reliability of response to the mainstreaming items could be maintained. These modifications tended to redirect the focus of McKay's instrument from the gathering of general information about secondary counselors serving educable mentally retarded students to one which related to such perceptions, preparations and services provided within the context of the mainstreaming concept.

Validation

Since the modification of McKay's instrument had changed its original focus, a validation procedure was used which was similar to that proposed and used by McKay in the original design of the instrument. Because the new focus of the instrument was centered around mainstreaming in terms of counseling and guidance practices, the newly formed questions were submitted to a panel of fifteen experts. The key persons served in the fields of special education administration, supervision, psychology, and teaching and in counseling administration, supervision,

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[3]C. V. Good and D. E. Scates, Methods of Research (New York: Appleton-Century-Crofts, 1954), pp. 48-70,219-245.

and pupil service. They had past and immediate involvements in the conceptualization, purposes, policies and intentions of mainstreaming. Each of these persons was contacted by telephone and the purpose of the study and the objectives of the validation survey were explained. After consent was gained for participation in the validation study, each was mailed a sample covering letter and preliminary questionnaire, plus a structured request for suggestions of changes. A period of time was chosen to achieve the best possible return rate and to insure that their inputs, suggestions, and/or recommendations would be made within the framework of the time of our discussion.

The questionnaire was presented in the form of professional dialogue or consultation. Each panelist was asked to indicate: (1) Whether the questions were relevant in terms of mainstreaming. (2) Whether sufficient questions were asked to obtain one's opinion or perception of the concept of mainstreaming, and its purposes. (3) Whether the response categories provided for each item were sufficient to insure that the domain of alternative responses was covered. A content analysis procedure was used to develop a composite representation of the panelists' responses. The modified questions and categorical responses were again presented to the panelists with instructions to indicate whether or not they had reservations or comments about the corrected content. The return responses and revisions from the panelists indicated that they were in

agreement on the questionnaire's face validity and, in particular, the set of items on mainstreaming.

To verify the responses received from the panelists, personal interviews were held with each panelist by the researcher to confirm the responses given and receive any additional recommendation.

Following the revisions suggested by the panel, the revised questionnaire was presented to the researcher's advisor for approval. After incorporating the recommendations of the researcher's advisor, the final typing of the questionnaire was made. Then 150 copies were produced through a photo-reproduction technique and distributed with a covering letter to the selected secondary school counselors.

Method of Data Collection

Investigation Procedures

Since the entire population of secondary school counselors was used in the study, a consistent effort was made to secure every case. For this reason, a series of follow-up calls were made to motivate the return of the outstanding questionnaires. Because participation in the study was voluntary, a return rate of more than 70% (81 cases) was received after two weeks followed by a total of 78% (90 cases) by the closing return date. The final total constituted the sample for the analyses which followed.[4]

To insure that all returned questionnaires were

anonymous, the first class envelopes were opened and catalogued by a person other than the researcher. This permitted the researcher the opportunity to read, review, and tabulate the data without knowing form whom the questionnaire responses had come.

Design of Study and Data Analysis

The design of study and method of date analysis was chosen in order to test the following hypotheses:

1. There will be no perceived needs on the part of the counselors for in-service training with respect to educable mentally retarded pupils.
2. There will be no consistent understanding by counselors of the mainstreaming concept.
3. There will be no perceived differences among counselors with differing levels of experience with respect to:
   a. delivery of counseling services to educable mentally retarded pupils,
   b. the relevancy of their past training to service delivery,
   c. their needs for additional training to become more effective with educable mentally retarded pupils.

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[4]M. Partem. Surveys, Polls, and Samples: Practical Procedures (New York: Cooper Square Publishers, 1966), pp. 435-440.

It was determined that a descriptive analysis technique would be used to analyze the response data. Because the study was aimed at gathering systematic perceptions of secondary school counselors on a number of variables relating to services provided to educable mentally retarded students and perceptions about how such services are delivered under the mainstreaming concept, the profile analysis technique was used to interpret the tabular data.[5]

Accumulating the Data

The questionnaires of the ninety respondents were arranged in order of their indicated levels of experience in counseling. Data tabulation sheets were developed for each item. For the open-ended questions, separate tabulations were to be made from which general categories of response were to be developed. Once such categories were developed, the individual responses would be regrouped according to their individual characteristics.[6]

Handling of Data

The items were tabulated into three areas which relate to the major purposes of the study--delivery of counseling services for educable mentally retarded students, perceptions of secondary school counselors in the areas of concept of mainstreaming and the improvement of counselor train-

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[5]F. N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1967), pp. 539-553, 603-624.

[6]Ibid., pp. 614-616.

ing and staff development. In addition, the items were tabulated as they corresponded to the five personal and professional variables related to the major purpose of the study: age, training, certification, academic preparation and experience. Cross-break tabulations were made in terms of length of experience as counselors to identify differences which might exist along this dimension in terms of three major purposes of the study: perceptions of service delivery to educable mentally retarded pupils, in-service training recommendations, and mainstreaming.

Profile charts were prepared from these tabulations. Each profile category was expressed in terms of percentage response to facilitate the graphing and reporting of the data. In addition, the percentages afforded a more definite means for comparing and interpreting the resultant profile data.

CHAPTER IV

RESULTS OF THE STUDY

In this section, the results of the study are presented in an objective manner with no interpretation of the findings. Along with the basic presentation of results, where feasible, a presentation in tabular form is made. The format includes a description of the data related to mainstreaming, perceived needs and recommendations for in-service training, needs of educable mentally retarded students, and variables concerning biographical, professional training, and delivery of counseling services to these educable mentally retarded students.

The responses of the questionnaire were analyzed at two levels. The first level was concerned with that of testing the hypotheses. The second level was concerned with the establishment of descriptive and categorical information (1) for improving the implementation of mainstreaming, (2) for improving the delivery of guidance services to educable mentally retarded pupils, and (3) for developing in-service and staff development training for counselors of educable mentally retarded pupils.

Testing of Hypotheses

Responses of the 90 counselors were tabulated and con-

verted into response-percentile distributions by questionnaire items, and by experience groups. For open-ended questions, categories were developed from the aggregate responses. These data were subsequently used to confirm or deny the hypotheses.

Hypothesis 1

There will be no perceived needs on the part of counselors for in-service training with respect to educable mentally retarded pupils.

The responses of the ninety counselors to Question Number 23 (What would you recommend to upgrade the practicing counselor's ability to provide formal counseling services for the educable mentally retarded pupil?) indicated that a significant proportion of the counselors (71 or 78.9%) perceived the need for in-service programs to improve their skills and ability in serving mentally retarded pupils. Only 3 (3.3%) counselors felt that nothing was required. Therefore, the hypothesis was rejected.

Hypothesis 2

There will be no consistent understanding by counselors of the mainstreaming concept.

The responses of the ninety counselors to Question Number 15 (Which of the following do you think is the best definition of mainstreaming?) indicated that a significant proportion of the counselors (66 or 66.6%) had a preference for response Alternative No. 1 (An educational process of maintaining in or returning to the regular education classroom

exceptional persons who can best profit from such placement with any needed supportive services being provided in accordance with the nature of the placement). Therefore, the hypothesis was rejected.

Hypothesis 3

There will be no perceived differences among counselors with differing levels of experience with respect to:

Subhypothesis a. (Delivery of counseling services to educable mentally retarded pupils): the responses of the counselors within the three experience groups to Question No. 25 (How do you rate the responses of educable mentally retarded pupils to your formal counseling services?) indicated that counselors in Group I, II and III had differing distribution of responses to the item and had no general agreement on any singular response alternative. Therefore, this portion of the hypothesis was rejected.

Subhypothesis b. (The relevancy of their past training to service delivery): the responses of the counselors within the three experience groups to Questions No. 18 through 21 (see Tables 5 and 6) indicate that the counselors were in agreement with respect to personal and vocational problems, but not in agreement on academic and social problems. Therefore, this portion of the hypothesis was rejected.

Subhypothesis c. (Their needs for additional training to become more effective with educable mentally retarded pupils): the responses of the counselors within the three experience groups to Question No. 13 (To what extent do educa-

ble mentally retarded pupils have more problems than do regular pupils and have problems which require the use of additional skills and ability. Therefore, this portion of the hypothesis was rejected.

Subhypothesis d. (Their ability to participate in the delivery of the mainstreaming concept): the responses of the counselors within the three experience groups to Question No. 16 (In your judgment, how has the mainstreaming concept been implemented in this, the second year of the program?) indicated that the counselors had differing perceptions of their ability to participate in the delivery of the mainstreaming concept. The more experienced group gave a much higher rating than did the other two. Therefore, this portion of the hypothesis was rejected.

Summary statement on the hypothesis. Since all of the subhypotheses were rejected, the overall hypothesis was subsequently rejected.

Descriptive and Categorial Information

Responses of the ninety counselors were tabulated and converted into response-percentile distributions with the expressed purpose of providing comparative information about the counselor groups in terms of the items on the questionnaire and in terms of preparation of profile charts.

Personal and Professional Data

From the original population of 116 counselors serving educable mentally retarded pupils in Philadelphia Public High Schools, 90 (77.6%) were contacted. The selection process

for the original sample of 116 counselors was explained in Chapter III. To differentiate the original sample by experience in counseling, the sample was partitioned into three experience levels by date of certification: pre-1958 to 1960 (Group I); 1961 to 1966 (Group II); 1967 to now (Group III). Tables 2 and 3 contain the tabulation summaries of the personnel and professional characteristics of the responding counselors in this investigation.

Personal Data

Of the 116 questionnaires mailed, 90 were returned, a return which fulfills the sample requirements, as noted in Chapter III. Of the 90 returned, 17 (18.9%) were of the Group I type; 21 (23.3%) of the Group II type; 52 (57.8%) of the Group III type. The distribution is shown in Table 1.

TABLE 1

DISTRIBUTION OF RESPONDENTS ACCORDING TO GROUP DESIGNATION AND DATE OF CERTIFICATION

	Group I pre-1958-1960	Group II 1961-1966	Group III. 1967 now	Counselor Total
First Counselor Certification	17	21	52	90
Frequency Percentage	18.9%	23.3%	57.8%	100.0%

Personnel Characteristics. Table 2 containes the tabulation summaries of personnel characteristics of the respondents. Of the 66 voluntary respondents, 8 (12.1%) were 29 years or less of age; 18 (27.3%) were between 30-39 years of

age; 20 (30.3%) were between 40-49 years of age; and 20 (30.3%) were 50 or older. Of the 75 who volunteered their sexuality, 53 (70.6%) were females and 22 (29.4%) were males. In terms of years of counseling, 22 (25.3%) had up to 4 years; 28 (32.2%) had between 5-9 years; 22 (25.3%) had from 10-14 years; and 15 (17.3%) had 15 or more years. This statistic accounted for 87 (96.9%) of the respondents. In terms of years of teaching, the 56 (62.3%) responding had the following levels of experience: 17 (30.4%) had up to 4 years; 17 (30.4%) had between 5-9 years; 13 (23.2%) had between 10-14 years; and 9 (16.1%) had 15 or more years.

Professional Data

Table 3 contains the tabulation summaries of the professional characteristics of the responding counselors in this investigation.

Level of Certification. Of the three types of guidance certification, 5 (5.8%) counselors have a provisional certificate, 7 (8.0%) have a professional certificate, and 75 (86.2%) have a permanent certificate. This accounting covers 87 (96.6%) of all counselors reporting.

Masters in Guidance. Of the 88 (97.8%) counselors responding, 73 (83.0%) reported having a Masters of Guidance degree. Fifteen (17.0%) did not.

Courses in Special Education. Of the 75 (83.3%) counselors responding, 21 (28.0%) indicated that they had taken undergraduate courses in special education; 54 (72.0%) indicated that they had not. Of the 79 (87.9%) counselors re-

TABLE 2

PERSONAL CHARACTERISTICS OF THE RESPONDING COUNSELORS

Counselor Age	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
29 and under	--	--	8 (19.0%)	8 (12.1%)
30-39	--	2 (13.3%)	16 (38.1%)	18 (27.3%)
40-49	3 (33.3%)	5 (33.3%)	12 (28.6%)	20 (30.3%)
50 and over	6 (66.7%)	8 (53.4%)	6 (14.3%)	20 (30.3%)
Totals	9 (100.0%)	15 (100.0%)	42 (100.0%)	66 (100.0%)

Sex of Counselor	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Female	7 (63.6%)	12 (71.6%)	34 (72.4%)	53 (70.6%)
Male	4 (36.4%)	5 (29.4%)	13 (27.6%)	22 (29.4%)
Totals	11 (100.0%)	17 (100.0%)	47 (100.0%)	75 (100.0%)

Years of Counseling	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
0-4	--	--	22 (44.0%)	22 (25.3%)
5-9	21 (12.5%)	2 (9.5%)	24 (48.0%)	28 (32.2%)
10-14	5 (31.2%)	14 (66.7%)	3 (6.0%)	22 (25.2%)
15 and over	9 (56.3%)	5 (23.8%)	1 (2.0%)	15 (17.3%)
Totals	16 (100.0%)	21 (100.0%)	50 (100.0%)	97 (100.0%)

TABLE 2--Continued

Years of Teaching	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
0-4	1 (11.6%)	4 (28.6%)	12 (36.4%)	17 (30.4%)
5-9	--	7 (50.0%)	10 (30.3%)	17 (30.4%)
10-14	4 (44.2%)	3 (21.4%)	6 (18.2%)	13 (23.2%)
15 and over	4 (44.2%)	--	5 (15.1%)	9 (16.1%)
Totals	9 (100.0%)	14 (100.0%)	33 (100.0%)	56 (100.0%)

TABLE 3

PROFESSIONAL CHARACTERISTICS OF THE RESPONDING COUNSELORS

Level of Certification	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Provisional	2 (12.4%)	--	3 (6.0%)	5 (5.8%)
Professional	1 (6.2%)	1 (4.6%)	5 (10.0%)	7 (8.0%)
Permanent	13 (81.4%)	20 (95.4%)	42 (84.0%)	75 (86.2%)
Totals	16 (100.0%)	21 (100.0%)	50 (100.0%)	87 (100.0%)

Masters in Guidance	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Yes	12 (80.0%)	18 (85.7%)	43 (82.8%)	73 (83.0%)
No	3 (20.0%)	3 (14.3%)	9 (17.2%)	15 (17.0%)
Totals	15 (100.0%)	21 (100.0%)	52 (100.0%)	88 (100.0%)

Undergraduate Courses in Special Education	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Yes	7 (46.5%)	5 (27.8%)	9 (21.4%)	21 (28.0%)
No	8 (53.5%)	13 (72.2%)	33 (78.6%)	54 (72.0%)
Totals	15 (100.0%)	18 (100.0%)	42 (100.0%)	75 (100.0%)

Graduate Courses in Special Education	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Yes	7 (53.9%)	11 (57.9%)	18 (32.8%)	36 (46.5%)
No	6 (46.1%)	8 (42.1%)	29 (61.8%)	43 (54.4%)
Totals	13 (100.0%)	19 (100.0%)	47 (100.0%)	79 (100.0%)

sponding, 36 (45.6%) indicated that they had taken graduate courses in special education: 43 (54.4%) indicated that they had not.

Enrollment and Guidance Service Data

Table 4 contains the tabulation summaries of the enrollment and formal guidance services schedules of the responding counselors in this investigation.

Enrollment of Educable Mentally Retarded Pupils

Of the 84 (95.4%) counselors responding, 9 (10.7%) indicated that their school had up to 15 educable mentally retarded pupils; 20 (23.8%) indicated the presence of from 16-25 educable mentally retarded pupils; 16 (19.1%) reported from 26-35 educable mentally retarded pupils; and 39 (46.4%) reported more than 36. In terms of services for educable mentally retarded pupils, of the 88 (97.8%) counselors reporting, 26 (29.5%) reported a caseload consisting of up to 10% educable mentally retarded pupils; 24 (27.3%) reported a caseload consisting of from 11-25% educable mentally retarded pupils; 16 (18.2%) reported from 26-55%; 22 (25.0%) reported over 55%.

Relevancy of University Preparation

Tables 5 and 6 contain the tabulation summaries of the experienced groups' indications of the relevancy of their university preparation in understanding the personal, academic, vocational, social problems, and guidance services for educable mentally retarded pupils.

Personal Problems

Of the 89 (98.8%) counselors responding to four rating categories, 15 (16.8%) felt that their previous preparation was excellent training for this problem; 39 (43.8%) felt the training to be good; 28 (31.5%) felt the training to be fair; and 7 (7.9%) felt it to be poor.

Academic Problems

Of the 88 (97.8%) counselors responding to four rating categories, 11 (12.5%) felt that their previous preparation was excellent training for this problem; 42 (47.9%) felt the training to be good; 26 (29.5%) felt the training to be fair; and 9 (10.3%) felt it to be poor.

Vocational Problems

Of the 98 (98.8%) counselors responding to four rating categories; 12 (13.5%) felt that their previous preparation was excellent training for this problem; 32 (36.0%) felt the training to be good; 36 (40.4%) felt the training to be fair; and 9 (10.1%) felt it to be poor.

Social Problems

Of the 98 (98.8%) counselors responding to four rating categories, 20 (22.5%) felt that their previous preparation was excellent; 41 (46.1%) felt the training to be good; 23 (25.8%) felt the training to be fair; and 5 (5.6%) felt it to be poor.

Guidance Service

Of the 88 (97.8%) counselors responding, 11 (12.5%) felt that their previous preparation was excellent training for

TABLE 4

DISTRIBUTIONS OF ENROLLMENT AND FORMAL GUIDANCE SERVICES SCHEDULES

Enrollment Educable Mentally Retarded Pupils	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Under 10-15	--	2 (10.5%)	7 (14.0%)	9 (10.7%)
16-25	5 (33.3%)	31 (15.8%)	12 (24.0%)	20 (23.8%)
26-35	2 (13.3%)	3 (15.8%)	11 (22.0%)	16 (19.1%)
36 and over	8 (52.4%)	11 (57.9%)	20 (40.0%)	39 (46.4%)
Totals	15 (100.0%)	19 (100.0%)	50 (100.0%)	84 (100.0%)

Service for Educable Mentally Retarded Pupils	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Up to 10%	5 (31.2%)	6 (30.0%)	15 (28.8%)	26 (29.5%)
11-25%	2 (12.5%)	9 (45.0%)	13 (25.0%)	24 (27.3%)
26-55%	6 (37.5%)	2 (10.0%)	8 (15.4%)	16 (18.2%)
Over 55%	3 (18.8%)	3 (15.0%)	16 (30.8%)	22 (25.0%)
Totals	16 (100.0%)	20 (100.0%)	52 (100.0%)	88 (100.0%)

TABLE 5

EXPERIENCE GROUP OF RESPONDENTS AS RELATED TO THEIR UNIVERSITY PREPARATION FOR UNDERSTANDING THE PERSONAL, ACADEMIC, AND VOCATIONAL PROBLEMS OF THE EDUCABLE MENTALLY RETARDED PUPILS

Counselor Ratings of University Preparation	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Personal Problems				
Excellent	3 (17.6%)	4 (19.0%)	8 (15.7%)	15 (16.8%)
Good	8 (47.1%)	9 (42.8%)	22 (43.2%)	39 (43.8%)
Fair	5 (29.4%)	5 (23.8%)	18 (35.3%)	28 (31.5%)
Poor	1 (5.9%)	3 (14.4%)	3 (5.8%)	7 (7.9%)
Totals	17 (100.0%)	21 (100.0%)	51 (100.0%)	29 (100.0%)
Academic Problems				
Excellent	3 (18.7%)	2 (9.5%)	6 (11.8%)	11 (12.5%)
Good	9 (56.3%)	11 (52.4%)	22 (43.1%)	42 (47.7%)
Fair	2 (12.5%)	6 (28.6%)	18 (35.3%)	26 (29.5%)
Poor	2 (12.5%)	2 (9.5%)	5 (9.8%)	9 (10.3%)
Totals	16 (100.0%)	21 (100.0%)	51 (100.0%)	88 (100.0%)
Vocational Problems				
Excellent	3 (17.7%)	3 (14.4%)	6 (11.8%)	12 (13.5%)
Good	6 (35.3%)	7 (33.3%)	19 (37.2%)	32 (36.0%)
Fair	6 (35.3%)	9 (42.8%)	21 (41.2%)	36 (40.4%)
Poor	2 (11.7%)	2 (9.5%)	5 (9.8%)	9 (10.1%)
Totals	17 (100.0%)	21 (100.0%)	51 (100.0%)	89 (100.0%)

TABLE 6

EXPERIENCE GROUP OF RESPONDENTS AS RELATED TO THEIR UNIVERSITY PREPARATION FOR UNDERSTANDING THE SOCIAL PROBLEMS OF AND GUIDANCE SERVICES FOR EDUCABLE MENTALLY RETARDED PUPILS

Counselor Ratings of University Preparation	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Social Problems				
Excellent	6 (35.3%)	4 (19.0%)	10 (19.6%)	20 (22.5%)
Good	7 (41.2%)	10 (47.6%)	24 (47.1%)	41 (46.1%)
Fair	3 (17.6%)	6 (28.6%)	14 (27.4%)	23 (25.8%)
Poor	1 (5.9%)	1 (4.8%)	3 (5.9%)	5 (5.6%)
Totals	17 (100.0%)	21 (100.0%)	51 (100.0%)	89 (100.0%)
Guidance Services				
Excellent	2 (11.8%)	2 (9.5%)	7 (14.0%)	11 (12.5%)
Good	10 (58.8%)	10 (47.7%)	25 (50.0%)	45 (51.2%)
Fair	4 (23.5%)	7 (33.3%)	17 (34.0%)	28 (31.8%)
Poor	1 (5.9%)	2 (9.5%)	1 (2.0%)	4 (4.5%)
Totals	17 (100.0%)	21 (100.0%)	50 (100.0%)	88 (100.0%)

giving guidance services to educable mentally retarded pupils; 45 (51.2%) felt the training to be good; 28 (31.8%) felt the training to be fair; and 4 (4.5%) felt it to be poor.

Mainstreaming Concept, Benefits, and Implementation

Table 7 contains the tabulation summaries of the perceptions of the definition, benefit, and implementation of mainstreaming of educable mentally retarded pupils held by the responding counselors in this investigation.

Best Definition

Of the four possible definitions given for mainstreaming, 60 (66.6%) of the counselors chose Alternative No. 1: "Mainstreaming is an educational process of maintaining or returning exceptional students to regular classrooms." Sixteen (17.8%) chose Alternative No. 2: "Mainstreaming is a method for achieving integration, deinstitutionalization, nonlabeling, and a declassification." Nine (10.0%) chose Alternative No. 3: "Mainstreaming is a procedure for providing the most appropriate education for each student in the least restrictive setting." Nine (10.0%) also chose Alternative No. 4: "Mainstreaming is a means for achieving equal educational opportunity for all students by uniting the skills of general and special education."

Major Benefit

Of the four possible definitions of the benefits accrued from mainstreaming, 5 (5.3%) chose Alternative No. 1: "Less costly than serving the student in self-contained classrooms." Three (3.2%) chose Alternative No. 2" "Return of the educable

mentally retarded pupils from special classes to regular classes." Sixty-seven (71.3%) chose Alternative No. 3: "Permit pupils with special needs to remain in regular classrooms with the support services that they need." Nineteen (20.2%) gave responses which were quite different, and consequently could not be categorized into general statements.

Concept Implementation

Seventy-four (82.2%) counselors responded to the rating of this consideration. On the four point rating scale, one (1.4%) felt that concept implementation was excellent; 14 (18.9%) felt that concept implementation was good; 31 (41.8%) felt that its implementation was fair; and 28 (37.9%) felt it to be poor.

Guidance Services Provided for Educable Mentally Retarded Pupils

Table 8 contains the tabulation summaries of the types and degree of guidance services provided for educable mentally retarded pupils by the counselors responding in this investigation.

Types of Guidance Service

Of the nine types of services available (information, counseling, consultative, placement, appraisal and record, group guidance, parent conference, resource coordination, evaluation and planning), the three most frequently provided were Counseling (87.8%), Information (76.8%) and Parent Conferences (72.3%).

Services by Others

Of the five other sources of service (educable mentally retarded teacher, school psychologist, principal, vice principal), 73 (81.0%) of the counselors reported that educable mentally retarded teachers were providing additional services for educable mentally retarded pupils.

Perceptions and Rationale for Services Provided

Table 9 contains the tabulation summaries of the perceptions and rationale for the skills and services provided through in-service training to the responding counselors in this investigation.

Need for Skills and Service Training

Of the 86 (95.5%) counselors responding to the needs to be met with educable mentally retarded pupils, 55 (64.0%) felt that they required more skills and service training to serve educable mentally retarded pupils than other pupils; 11 (12.8%) felt that the need for training was the same as that for other pupils; 20 (23.2%) had no opinion.

Rationale for the Response

Of those responding to the previous situation, 56 (62.2%) gave as their reason, "Educable mentally retarded pupils have more problems." At the other extreme, 8 (8.9%) counselors felt that educable mentally retarded pupils' problems are no different than other pupils' problems, and 21 (23.2%) gave other independent reasons which could not be consistently categorized.

Time for and Receptivity of Formal Guidance Services

Table 10 contains the tabulation summaries of the time provided for and receptivity of educable mentally retarded pupils to formal guidance services given by the responding counselors in this investigation.

Time Provided

Of the 85 (94.4%) counselors responding to the proportionality of time given to educable mentally retarded pupils, 59 (69.4%) felt that the educable mentally retarded pupils were given an appropriate amount of time. However, 26 (30.6%) did not think that enough time was provided.

Response of Educable Mentally Retarded Pupils

Of the 69 (76.6%) counselors reporting on their perceptions of how well educable mentally retarded pupils responded to formal guidance services, 5 (7.3%) felt that it was excellent; 17 (26.5%) felt it to be good; 30 (43.5%) felt it to be fair; and 17 (24.6%) felt it to be poor.

Most Pressing Needs of Educable Mentally Retarded Pupils

Table 11 contains the tabulation summaries of the most pressing needs of educable mentally retarded pupils as perceived by the counselors responding in this investigation. Of the 72 (90.0%) counselors responding, 37 (51.4%) felt the need to be "social adjustment and acceptance by school and peers," 30 (41.6%) felt it to be "a comprehensive flexible school program involving a number of specific considerations." A lesser number, 13 (18.1%) felt it to be "evaluation and follow-up activities for the students and of their progress."

Improving Services for Educable Mentally Retarded Pupils

Table 12 contains the tabulation summaries of recommendations for improving the services of educable mentally retarded pupils as perceived by counselors responding in this investigation.

Of the 70 (77.8%) counselors responding and offering recommendations, 32 (45.7%) suggested a need for more time for individual, group, and team counseling; 31 (44.3%) suggested more training for counselors and teachers; a minority, 7 (10.0%) suggested better communications between administrators, counselors and teachers.

Upgrading and Strengthening Counselor Service

Table 13 contains the tabulation summaries of recommendations for upgrading and strengthening counselor services for the educable mentally retarded pupils by counselors responding in this investigation.

Upgrading Skills and Ability

Of the 90 (100.0%) counselors responding to four modes for improvement, 71 (78.9%) selected in-service programs as the vehicle for upgrading their skills and ability; 34 (37.8%) chose academic work in special education; a minority, 3 (3.3%) selected a self-preparation mode.

Strengthening the Training Program

Of the nine options offered for strengthening the program, 75 (83.4%) of the counselors responding chose "Guidance for the Exceptional Child;" 62 (68.9%) chose "seminars in

special education;" 60 (66.6%) chose "occupations for educable mentally retarded." One (1.1%) counselor felt that nothing new was required.

In this chapter, the findings have been presented. The format included a description of the data related to (1) counselors' perceptions of the mainstreaming concept, its benefits, and its implementation in regard to educable mentally retarded pupils; (2) counselors' perceived needs and recommendations for in-service and staff development in regard to serving educable mentally retarded pupils; (3) counselors' judgments on the needs of educable mentally retarded pupils and their receptivity to formal guidance services; and (4) variable data relating to the respondents' age, sex, counseling and teaching experiences, certification levels, special education course preparation, and felt adequacy for guiding educable mentally retarded pupils.

To facilitate the interpretation of these data, summary profiles were prepared. These four profile figure charts appear on pages 107-10 and will be referred to in Chapter V. Data in these charts have been constituted using the following evaluation paramaters.

Figure 1 is a compilation of all respondent data related to perceptions of need for additional staff development and in-service training for educable mentally retarded pupil services. It provides, in a visual manner, a comparison of the three groups' responses to Questions Nos. 17, 23, and 24. It shows the similarities and dissimilarities in

the proportional responses of the groups to the alternative response items of the questions. The primary response profile was operationally defined as the most frequent response clusters of the counselors. The secondary response profile was operationally defined as the residual (minority) response clusters of the counselors. Collectively the primary plus secondary responsive clusters represent the totality of all counselors' responses.

Figure 2 is a compilation of all respondent data related to their perceptions of the mainstreaming concept and its implementation. As explained in Figure 1, the graph presents the response comparison of the groups.

Figure 3 is a compilation of all respondent data related to their perceptions of services provided to educable mentally retarded pupils. The graph presents the response comparisons of the groups.

Figure 4 is a compilation of all respondent data related to their perceptions of the relevancy of previous university training for educable mentally retarded pupils. The graph presents the response comparisons of the groups.

TABLE 7

EXPERIENCE GROUP OF RESPONDENTS" PERCEPTIONS OF THE DEFINITION, BENEFIT, AND IMPLEMENTATION OF MAINSTREAMING OF EDUCABLE MENTALLY RETARDED PUPILS

Best Definition	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Educational process of maintaining or returning exceptional pupils to regular classrooms	14 (82.6%)	14 (66.7%)	32 (61.6%)	66 (66.6%)
Method for achieving integration, deinstitutionalization, nonlabeling, and declassification	3 (5.9%)	4 (19.0%)	10 (19.2%)	16 (17.8%)
Procedure for providing most appropriate education for each pupil in least restrictive setting	1 (5.9%)	4 ((19.0%)	4 (7.7%)	9 (10.0%)
Means for achieving an equal educational opportunity for all pupils by uniting the skills of general and special education	--	3 (14.3%)	6 (11.5%)	9 (10.0%)

TABLE 7--Continued

Major Benefit	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Less costly than serving pupil in self-contained classroom	1 (5.9%)	--	4 (7.7%)	5 (5.3%)[b]
Return of educable mentally retarded pupils from special classes to regular classes	--	1 (4.0%)[a]	2 (3.8%)	3 (3.2%)
Permit pupils with special need to remain in regular classrooms with the support services they need	15 (88.2%)	16 (64.0%)	36 (69.3%)	67 (71.3%)
Other	1 (5.9%)	8 (32.0%)	10 (19.2%)	19 (20.2%)
Concept Implementation				
Excellent	1 (7.2%)	--	--	1 (1.4%)
Good	4 (28.6%)	5 (23.6%)	5 (12.2%)	14 (18.9%)
Fair	6 (42.8%)	6 (31.6%)	19 (46.4%)	31 (41.8%)
Poor	3 (21.4%)	8 (42.1%)	17 (41.4%)	28 (37.9%)
Totals	14 (100.0%)	19 (100.0%)	41 (100.0%)	74 (100.0%)

[b]Multiple responses given; therefore, percents computed from base total of 25.

[a]Multiple responses given; therefore, percents computed from base total of 94.

TABLE 8

TYPES AND DEGREE OF GUIDANCE SERVICES PROVIDED FOR EDUCABLE MENTALLY RETARDED PUPILS BY RESPONDENT COUNSELORS

Type of Guidance Service by Counselor	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Information	13 (76.5%)	18 (85.8%)	38 (73.1%)	69 (76.8%)
Counseling	15 (88.4%)	17 (81.0%)	47 (90.5%)	79 (87.8%)
Consultative	7 (41.2%)	14 (66.7%)	25 (48.2%)	46 (51.2%)
Placement	8 (47.1%)	9 (42.9%)	27 (52.0%)	44 (49.0%)
Appraisal and Record	7 (41.2%)	5 (23.8%)	22 (42.3%)	34 (37.8%)
Group Guidance	--	3 (14.3%)	17 (32.7%)	20 (22.2%)
Parent Conference	9 (53.0%)	15 (71.5%)	41 (78.9%)	65 (72.3%)
Resource Coordination	3 (17.8%)	10 (47.6%)	17 (32.7%)	30 (33.3%)
Evaluation and Planning	6 (35.6%)	10 (47.6%)	24 (46.2%)	40 (44.5%)

Services by Others	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Educable Mentally Retarded Teachers	11 (64.8%)	19 (90.5%)	43 (82.8%)	73 (81.1%)
School Psychologist	8 (41.7%)	10 (47.6%)	27 (52.0%)	45 (50.0%)
Principal	5 (29.4%)	4 (19.0%)	11 (21.2%)	20 (22.2%)
Vice-Principal	2 (11.8%)	2 (9.5%)	13 (25.0%)	17 (18.9%)
Miscellaneous	5 (29.4%)	9 (42.8%)	12 (23.1%)	26 (28.9%)

TABLE 9

PERCEPTIONS AND RATIONALE FOR SKILLS AND SERVICES PROVIDED THROUGH IN-SERVICE TRAINING OF EDUCABLE MENTALLY RETARDED PUPILS COUNSELORS

Need for Skills and Service Training	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Same as Others	5 (31.2%)	1 (4.8%)	5 (10.2%)	11 (12.8)
Less than Others	--	--	--	--
More than Others	7 (43.8%)	16 (76.2%)	32 (65.4%)	55 (64.0%)
No Opinion	4 (25.0%)	4 (19.0%)	12 (24.4%)	20 (23.2%)
Totals	16 (100.0%)	21 (100.0%)	49 (100.0%)	86 (100.0%)

Rationale	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Educable Mentally Retarded Pupils have fewer problems	--	1 (4.8%)	---	1 (1.1%)
Educable Mentally Retarded Pupils have more problems	9 (53.0%)	16 (73.6%)	31 (59.6%)	56 (62.2%)
Do not understand problems	--	--	2 (3.8%)	2 (2.2%)
Educable Mentally Retarded Pupil teachers help with problems	3 (17.8%)	4 (19.0%)	3 (5.8%)	10 (11.1%)
Not trained	3 (17.8%)	3 (14.3%)	10 (19.2%)	16 (17.8%)
Educable Mentally Retarded Pupils have same problems as other pupils	3 (17.8%)	3 (14.3%)	2 (3.8%)	8 (8.9%)
Other	1 (5.9%)	5 (23.8%)	15 (28.8%)	21 (23.2%)

TABLE 10

TIME PROVIDED FOR AND RECEPTIVITY OF EDUCABLE MENTALLY RETARDED PUPILS TO FORMAL GUIDANCE SERVICES

Proportionate Time Provided	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Yes	13 (81.2%)	16 (76.3%)	30 (62.5%)	59 (69.4%)
No	3 (18.8%)	5 (23.7%)	18 (37.5%)	26 (30.6%)
Totals	16 (100.0%)	21 (100.0%)	48 (100.0%)	85 (100.0%)

Response of Educable Mentally Retarded Pupils	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Excellent	--	1 (6.7%)	4 (10.0%)	5 (7.3%)
Good	5 (35.8%)	6 (40.0%)	6 (15.0%)	17 (24.6%)
Fair	6 (42.8%)	5 (33.3%)	19 (47.5%)	30 (43.5%)
Poor	3 (21.4%)	3 (20.0%)	11 (27.5%)	17 (24.6%)
Totals	14 (100.0%)	15 (100.0%)	40 (100.0%)	69 (100.0%)

TABLE 11

EXPERIENCE GROUP OF RESPONDENTS' PERCEPTIONS OF THE MOST PRESSING NEEDS OF EDUCABLE MENTALLY RETARDED PUPILS

Most Pressing Needs of Educable Mentally Retarded Pupils	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Non-Respondents	3 (17.6%)	1 (4.7%)	14 (26.8%)	18 (20.0%)
Respondents	14 (82.4%)	20 (95.3%)	38 (73.2%)	72 (80.0%)
Social adjustment and acceptance by school and peers	41.1%	52.4%	36.6%	37 (51.4%)
Comprehensive, flexible program as:				
Materials and rosters	17.6%	42.8%	34.6%	30 (41.6%)
Individualization, tutoring small groups	11.8%	19.0%	25.0%	19 (26.4%)
Vocational training for salable skills; work programs	23.5%	47.6%	28.8%	19 (26.4%)
More support measures in classrooms	25.3%	23.8%	15.4%	17 (23.6%)
Proper placement	17.6%	14.3%	15.4%	14 (19.4%)
Motivational and reinforcement activities	17.6%	23.8%	7.7%	12 (16.7%)
Intensive counseling; qualified counselors	11.8%	33.3%	32.7%	26 (36.2%)
Understanding principals and teachers	17.6%	42.8%	25.0%	25 (34.8%)
Explanation of mainstreaming	17.6%	23.8%	21.2%	19 (26.4%)
Parental/community support, participation, involvement	23.5%	23.8%	13.5%	16 (22.2%)
Evaluation & follow-up activities for pupils and their progress	5.9%	14.3%	17.3%	12 (18.1%)

TABLE 12

EXPERIENCE GROUP OF RESPONDENTS' RECOMMENDATIONS FOR IMPROVING THE SERVICES FOR EDUCABLE MENTALLY RETARDED PUPILS
(n = 70)

Improvement of Services for Educable Mentally Retarded Pupils	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counselor Totals (N = 90)
Non-Respondents	4 (23.5%)	2 (9.5%)	14 (26.9%)	20 (22.2%)
Respondents	13 (76.5%)	19 (90.5%)	38 (73.1%)	70 (77.8%)
1. More time provided for individual, group, team counseling	7.7%	52.6%	55.3%	32 (45.7%)
2. Training for counselors/teachers	38.4%	42.1%	47.3%	31 (44.3%)
3. Total school planning including facilities, resources, curriculum, achievement expectations	46.1%	36.8%	42.1%	29 (41.5%)
4. Provisions for vocational, career education, work experiences	23.1%	15.8%	23.7%	18 (25.7%)

TABLE 12--Continued

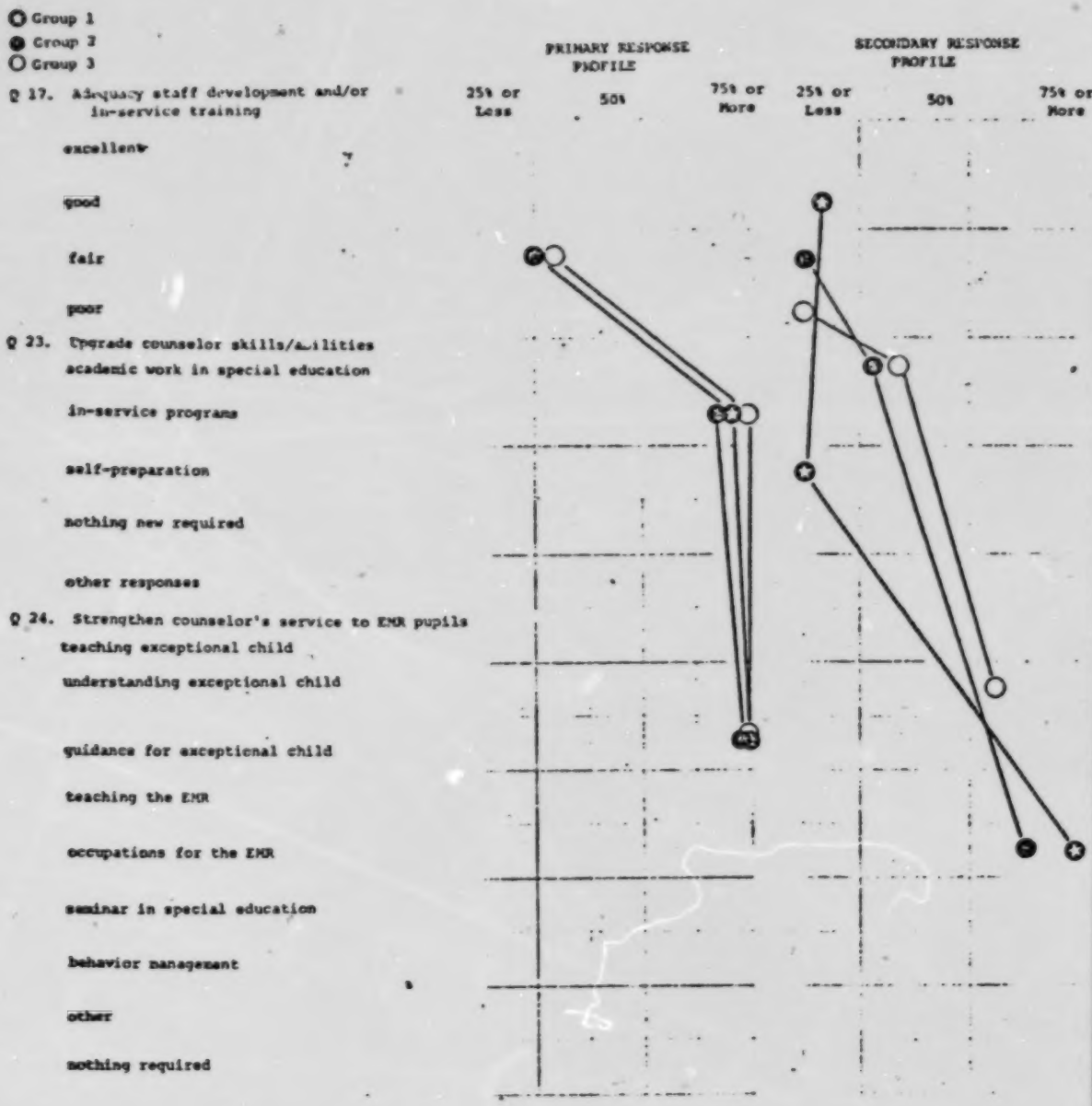
Improvement of Services for Educable Mentally Retarded Pupils	Group I (n = 17)	Group II (n = 21)	Group III (n = 52)	Counelor Totals (N = 90)
5. More experienced counselors	46.1%	15.8%	23.7%	18 (25.7%)
6. Frequent updates of psychological information	30.8%	31.6%	13.2%	15 (21.4%)
7. More community agency and parental support, involvement	30.8%	15.8%	18.4%	14 (20.0%)
8. Better communications between administrators, counselors, teachers	--	10.5%	13.2%	7 (10.0%)

Note: Numbers have been added to facilitate the comparison of the respondents' recommendation

TABLE 13

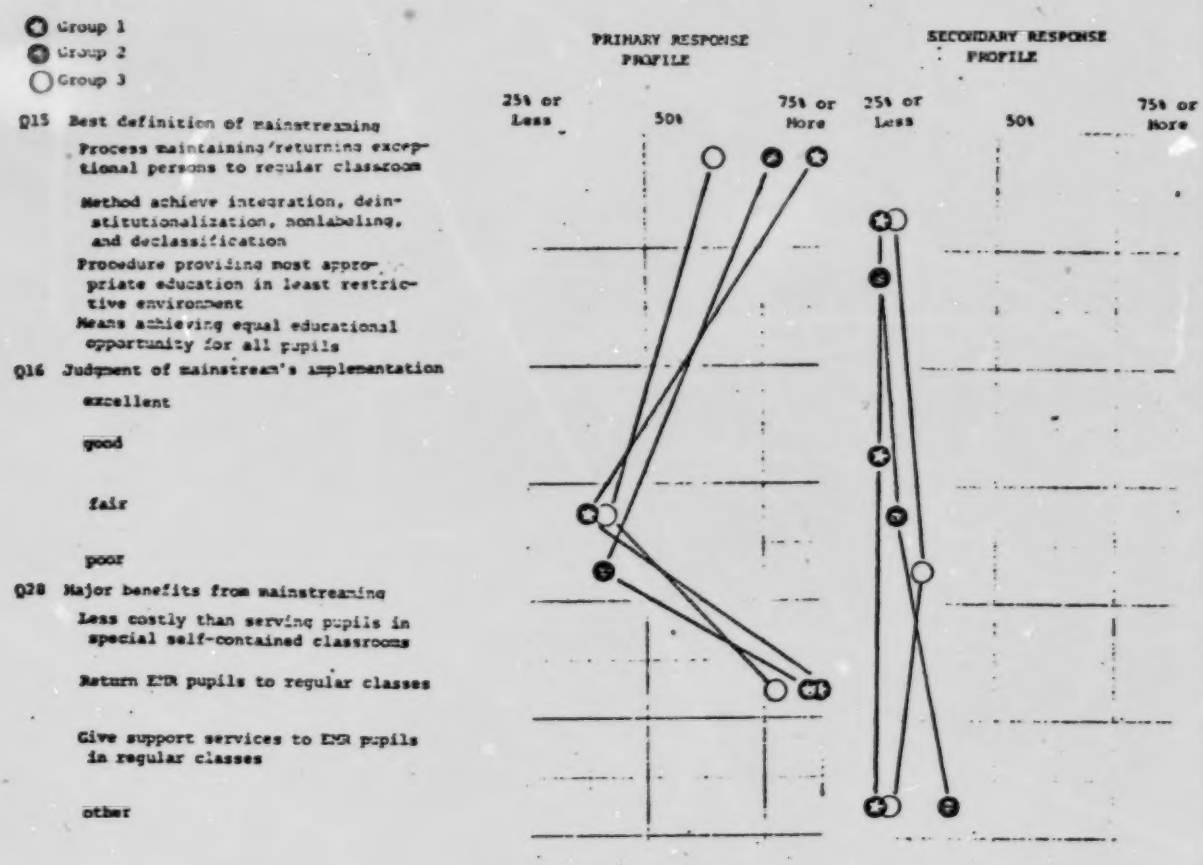
EXPERIENCE GROUP OF RESPONDENTS' RECOMMENDATIONS FOR UPGRADING AND STRENGTHENING COUNSELOR SERVICE FOR THE EDUCABLE MENTALLY RETARDED PUPILS

Upgrading of Skills and Ability	Group I (n = 17)		Group II (n = 21)		Group III (n = 52)		Counselor Totals (N = 90)	
Academic work in Special Education	4	(23.6%)	8	(38.1%)	22	(42.3%)	34	(37.8%)
In-Service Programs	12	(70.6%)	15	(71.5%)	44	(84.6%)	71	(78.9%)
Self-Preparation	4	(23.6%)	3	(14.3%)	16	(30.8%)	23	(25.6%)
Nothing required	--		1	(4.8%)	2	(3.8%)	3	(3.3%)
Other	2	(11.8%)	6	(28.6%)	7	(13.5%)	15	(16.6%)
Strengthening Training Program	**Group I (n = 17)**		**Group II (n = 21)**		**Group III (n = 52)**		**Counselor Totals (N = 90)**	
Principles of Teaching Exceptional Children	2	(11.8%)	4	(19.0%)	5	(9.6%)	11	(12.2%)
Understanding the Exceptional Child	9	(53.0%)	10	(47.6%)	32	(61.6%)	51	(56.6%)
Guidance for the Exceptional Child	15	(88.4%)	18	(85.8%)	42	(80.8%)	75	(83.4%)
Seminars in Special Education	12	(70.6%)	13	(61.9%)	37	(71.2%)	62	(68.9%)
Teaching Educable Mentally Retarded	2	(11.8%)	4	(19.0%)	11	(21.2%)	17	(.8.9%)
Occupations for Educable Mentally Retarded	13	(76.5%)	14	(66.7%)	33	(63.5%)	60	(66.6%)
Behavior Managment	3	(17.8%)	5	(23.8%)	12	(23.1%)	20	(22.2%)
Other	2	(11.8%)	1	(4.8%)	5	(9.6%)	8	(8.9%)
Nothing required	--		--		1	(2.0%)	1	(1.1%)



PERCEPTIONS OF NEEDS FOR ADDITIONAL STAFF DEVELOPMENT AND IN-SERVICE TRAINING FOR EMR SERVICES

FIGURE 1



PERCEPTIONS OF MAINSTREAMING CONCEPT AND IMPLEMENTATION

FIGURE 2

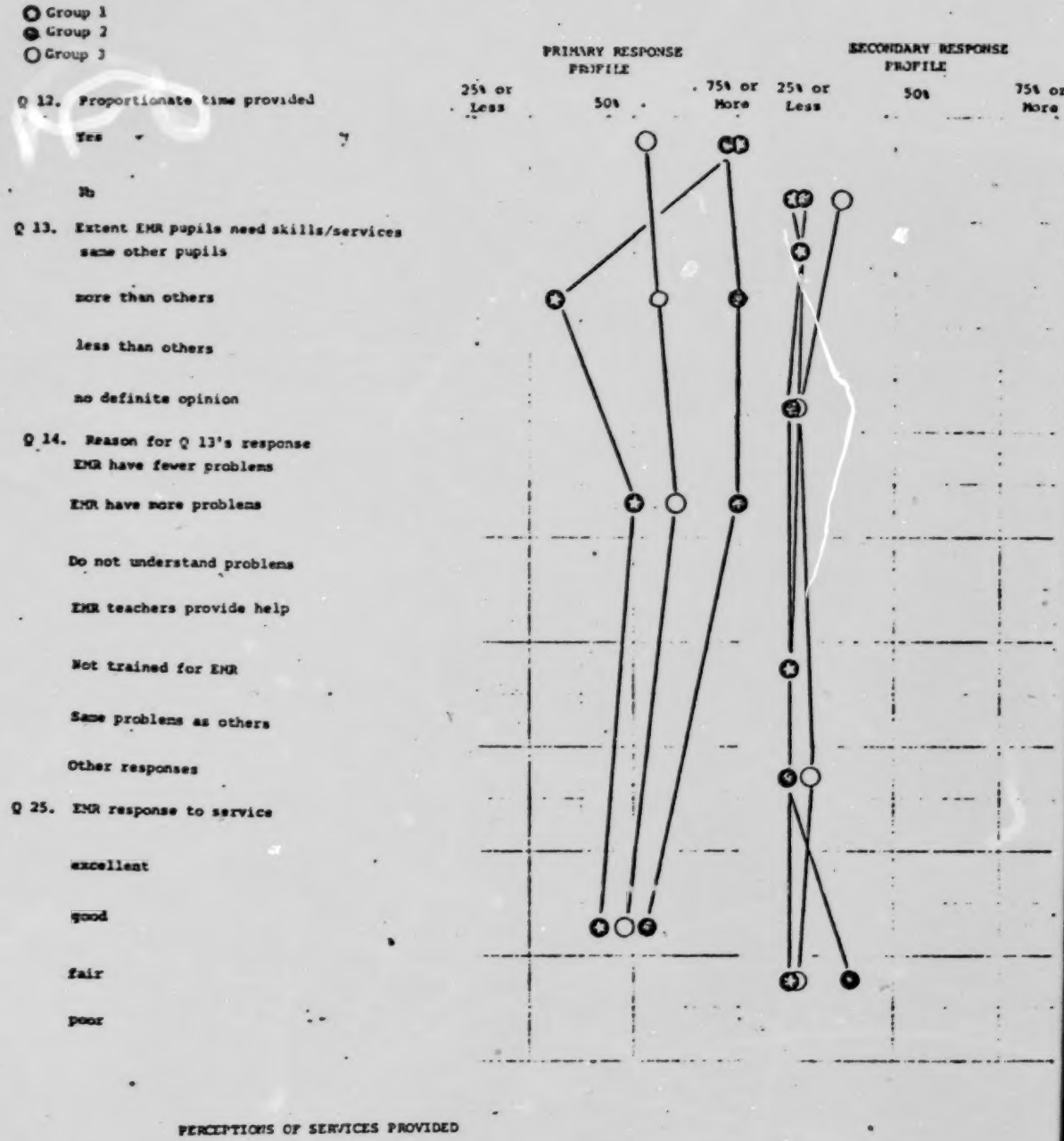
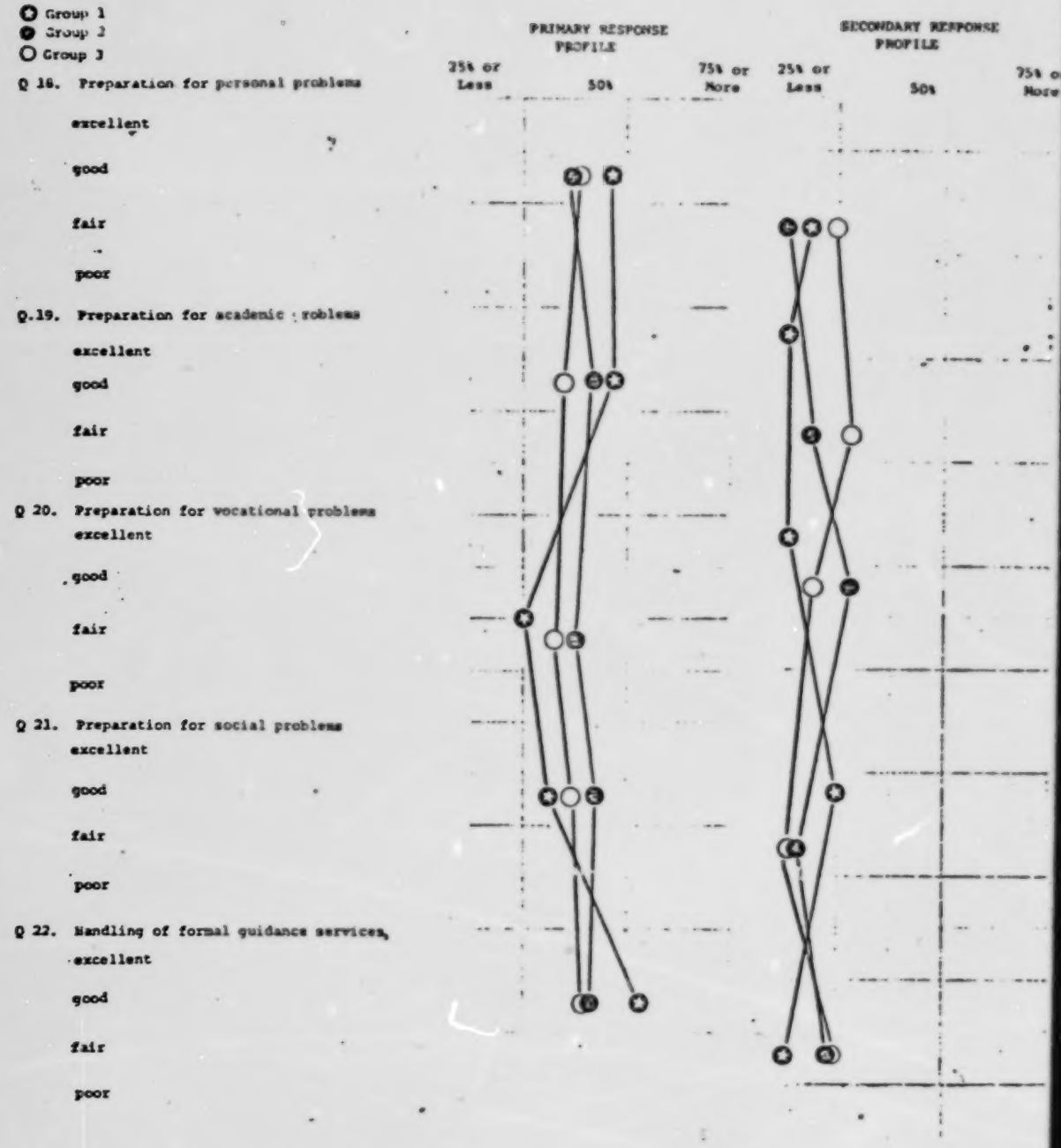

Group 1
Group 2
Group 3
Q 12. Proportionate time provided
Yes
No
Q 13. Extent EMR pupils need skills/services same other pupils
more than others
less than others
no definite opinion
Q 14. Reason for Q 13's response
EMR have fewer problems
EMR have more problems
Do not understand problems
EMR teachers provide help
Not trained for EMR
Same problems as others
Other responses
Q 25. EMR response to service
excellent
good
fair
poor
PRIMARY RESPONSE PROFILE
SECONDARY RESPONSE PROFILE
25% or Less
50%
75% or More
25% or Less
50%
75% or More
PERCEPTIONS OF SERVICES PROVIDED

FIGURE 3



PERCEPTIONS OF PREVIOUS UNIVERSITY TRAININGS' RELEVANCY TO PROBLEMS OF EMR PUPILS

FIGURE 4

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with the summary, conclusions and recommendations evolving from the investigation of Philadelphia School District secondary school counselors' perceptions of their role and function regarding guidance service delivery to educable mentally retarded pupils.

In recent years, varying perceptions of the role and function of public school counselors have been expressed by different segments of the school community. Nationally, writers and researchers have attempted to define the secondary school counselor's changing roles. Prior studies of this situation have indicated that role ambiguity and conflicting expectations have led to problems related to the effectiveness of counselors involved in delivering services.

The literature on the role and function of secondary school counselors indicates the following:

1. Laws and litigation dictate changing roles for the secondary school counselor.
2. A single role definition as a generalization has not emerged, because of ambiguous role definitions, as well as the uniqueness of school districts.

The major purpose of this investigation was to identify secondary school counselors' perceptions of their role and

function regarding guidance service delivery to mainstreamed educable mentally retarded pupils. For the purpose of this study, the gauging of expectations was limited to the way in which secondary school counselors perceived (1) the delivery of guidance services to educable mentally retarded pupils, (2) their understanding of and participation in the implementation of the mainstreaming concept, (3) their need for in-service and staff development training.

These three major components of the study were investigated in relation to age, in-service training, years of certification, academic preparation and experience of the counselors who provide guidance services to educable mentally retarded pupils.

A review of the literature and research which forms the background for this study is found in Chapter II. The need for the provision of guidance services to the educable mentally retarded pupil was well documented.

More information was needed on (1) whether counselors were providing necessary services to secondary school educable mentally retarded pupils, (2) whether their training in this area was perceived by them as being adequate, (3) whether they felt that they had an understanding of their role in the implementation of the mainstreaming concept.

In an attempt to gather the information which was needed, the investigator developed a two-part questionnaire. Part One consisted of demographic information and short answer questions which assessed the counselor's experience and

academic preparation for understanding and providing guidance services to educable mentally retarded pupils. Several questions explored the educable mentally retarded pupils' need for guidance services; the type of services provided and the time allotted by counselors for this purpose. Other questions illicit the counselors' recommendations for strengthening staff development and in-service training programs.

Part Two of the questionnaire explored the counselors' understanding of the mainstreaming concept, the major benefits derived from mainstreaming and its implementation.

Questionnaires were sent to the total population of 116 certified counselors serving educable mentally retarded pupils in the Philadelphia School District. Based on the responses of 90 counselors, results were tabulated for each of 28 questions. Replies were grouped according to their relevance to the three major purposes of the study. Responses were further analyzed to determine whether there seemed to be a divergence of opinions which could be related to the counselors' experience, in-service training, academic preparation, and years of certification. The respondents were categorized into three groups. Group I was composed of counselors who had been certified for 16 years or more; Group II had been certified between 10 to 15 years; and Group III had been certified for 9 years or less.

The analysis of data and results of such analyses are reported in Chapter IV.

A literature source was found upon which the writer could base a differential in-service training program for counselors of different experience levels and in particular those providing services to educable mentally retarded students through the mainstreaming concept. Ostensively Oregon State Department of Education, Salem Career and Vocational Education Section purported that the best way to establish in-service programs to meet needs and interests of teachers and other educational personnel was to ask them through a survey. They used a four-step method which involved (1) assessing staff attitudes and changes in attitudes toward in-service training, (2) surveying for general in-service needs as accomplished by collecting data from the appropriate individuals and notifying them of the needs determined by consensus, (3) surveying to identify participant strengths and weaknesses, objectives to emphasize, and instructional procedures to utilize, (4) designing and conducting a planned in-service program to meet participant needs identified through data gathered in the previous steps. This survey technique and four-step method was developed to generate effective, useful in-service training programs based on what was needed by educational staff participants.[1]

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[1]Oregon State Department of Education, Salem Career and Vocational Education Section. "Inservice Education: A Method for Organizing and Implementing In-service Programs Based on Participants' Interest and Needs." (Oregon: ERIC Document Reproduction Service, ED 117 455, 1974), pp. 1-22.

Conclusions

Categories of response to the open-ended Question No. 26, "Counselors' perceptions of the immediate educable mentally retarded pupils' needs." (15% or more of the counselors had to respond in order to be listed).

The first two priority needs of educable mentally retarded pupils as perceived by the counselors were a comprehensive flexible school program and the needs of educable mentally retarded pupils.

A first priority dealt with school related issues. A total of 41.6% of the counselors felt that having proper materials and rosters were important. Others (26.4%) felt that individualization, tutoring, and/or small group instruction was essential. The minority (23.6%) indicated that more supportive resource personnel in classrooms and proper class placement were essential. A good percentage (26.4%) felt vocational training as salable skills and work programs were important.

The second need priority dealt with school related needs of educable mentally retarded pupils. A total of (51.4%) of the counselors felt that school adjustment to and acceptance by schools and peers was a major pupil need--36.2% of the counselors ranked intensive counseling and support from qualified counselors and understanding administrators and good teachers (34.8%) as their fourth order of priority. The fifth priority was providing an explanation of mainstreaming (26.4%). The sixth and seventh priorities focused on paren-

tal and community agency support, participation and involvement (22.2%) plus evaluation and follow-up activities for students themselves and their progress (18.1%).

It seems feasible to conclude that counselors feel educable mentally retarded pupils can be successfully educated if prescriptive plans are made for them including individualized instruction. Proper classroom placement is essential to pupil achievement if monitored by additional classroom resource personnel. In addition, total school adjustment hinges on a good human relations program of social acceptance by students, staff and community. Understanding the purpose and importance of mainstreaming is as essential for those providing the educational setting as the recipient pupils.

Categories of response to the open-ended Question No. 27, "Counselors' perceptions of what can be done to improve delivery of service to educable mentally retarded pupils." (10% or more of the counselors had to respond in order for the response to be listed).

In the main, the first three priority recommendations of the counselors dealt with (1) more time provided for individual group, parental, and team counselors, (2) training for counselors and teachers, and (3) total school planning for programs including facilities, resources, curriculum, and achievement expectation. These three priorities suggest that counselors need to be totally equipped with both the proper training tools and program tools in order to provide ne-

cessary services to educable mentally retarded pupils. The specific needs of these pupils must be met with well-planned programs in proper facilities.

The recommendations made by counselors in response to Question No. 27 are listed in Table 12, pages 109-110, Chapter IV.

The most frequent recommendations of Group I counselors were #3, #5 and #2. These recommendations suggest that the more experienced counselors would like to see more of their kind of servicing educable mentally retarded pupils. Although they possessed years of experience, they felt the need for current training of counselors and teachers. In addition, they knew the value of total school planning, specific curriculum and achievement, expectation and the bearing they would have on the success of counselor's service delivery.

Two marginal recommendations, #6 and #7, seem to indicate that these counselors needed the consistent support of school psychologists, through the provision of more frequent updates of psychological information. In addition, community agency and parental support and involvement were an essential ingredient in their provision of services to educable mentally retarded pupils who had specific needs.

The most frequent recommendations of Group II counselors were #1, #2, #4 and #3. These recommendations suggest that the middle group of counselors gave a well-rounded spectrum of services with an interest in the primary counseling techniques, and the necessity of well-planned school

programs for these pupils.

There was another marginal recommendation, #6, which appears to indicate that these counselors also need the supportive assistance of school psychologists through their provision of updated information.

The most frequent recommendations of Group III counselors were #1, #2, #3, and #4. These recommendations strongly suggest that their expressed ideas on improving delivery of service to educable mentally retarded pupils was similar to the middle-group counselors. The difference was that the younger group listed vocational training and career education last. Perhaps their recent training did not focus on this area.

Recommendations

The following recommendations are suggested as a result of the findings and conclusions derived from this study.

1. The content of in-service training programs for counselors of educable mentally retarded pupils should reflect and be responsive to surveys which assess the perceived needs of counselors who work with such pupils.
2. Counselors with differing levels of experience should be included in the same in-service groups where the survey indicates that their needs are similar. Such an experience mix would be useful in that there can be a sharing of strengths and technical skills among groups.

3. Staff development and in-service training programs should be mandatory for secondary school counselors providing service to educable mentally retarded pupils in view of the absence of specific academic programs to prepare counselors for providing special services to such exceptional pupils.
4. Counselors of secondary educable mentally retarded pupils should be required to spend at least the same proportion of time counseling the mainstreamed pupil as is spent in counseling other pupils.
5. Counselor education programs should offer specific courses in the area of counseling educable mentally retarded pupils. Such courses should include subject matter and experiences which would help counselors to better understand the special psychological, family, and future vocational needs of the mainstreamed child.
6. Staff development programs for counselors of educable mentally retarded pupils should include workshops with representatives from the home, the community, business and industry in order that each group can better understand that mainstreaming should continue beyond the classroom into the community and the world of work.
7. The recommendations that are elicited from counseling practitioners in response to surveys purported to assess their needs should be given ser-

ious consideration by the administration of the school district. Such recommendations should be implemented where feasible.

8. Further studies should be designed to determine whether counselors in middle schools and elementary schools which serve mainstreamed educable mentally retarded pupils feel that their needs differ appreciably from the needs expressed by counselors in secondary schools.
9. When in-service training and staff development programs are implemented, such programs should be evaluated by the participants in terms of their effectiveness in meeting counselor needs. Further programs should then be structured to take into consideration areas which could be eliminated, improved, or otherwise amended.
10. Individual training packages for counselors should be developed to meet the needs of counselors of differing experience levels and who have indicated that training in specific areas is needed.
11. Counselors in schools serving mainstreamed educable mentally retarded pupils should help to alleviate fears and concerns of other pupils and staff who might react negatively to those who are different. Many secondary school pupils are going through that developmental stage where being different often singles "different" out for ridicule or isolation.

12. Counselors of educable mentally retarded pupils should spend at least as much time trying to help them build their socialization skills as they spend in information giving to assure that the mainstreamed educable mentally retarded can make a more favorable impact upon others and feel better about themselves.

Concluding Statement

In this chapter, a summary of the study, conclusions and recommendations for further research and in-service training for counselors of secondary school educable mentally retarded pupils has been presented.

New laws and litigations will continue to directly affect school districts as they attempt to comply with mandatory legislation for educating mentally retarded pupils and for supplying such support services to the fullest possible extent as evidenced through special training for counselors and administrators of affected schools.

It is suggested that the best way to make in-service education programs more responsive to counselors is to survey for specific training needs. The final step involves designing and conducting planned in-service programs to meet the participant needs identified through the data gathered.

If school systems are to be expected (1) to justify their behavior and practice in the area of special education and (2) to demonstrate the efficacy of the mainstreaming concept, then specific training for counselors of educable mentally retarded pupils will be an ongoing requirement.

APPENDIX A

LIST OF SIXTEEN PARTICIPATING SCHOOL DISTRICT PERSONNEL MEMBERS

APPENDIX A

LIST OF SIXTEEN PARTICIPATING SCHOOL DISTRICT PERSONNEL MEMBERS

Mrs. B. Abele, Special Education Teacher

Mrs. E. McCabe, Principal, Kane Occupational School

Miss S. Cunningham, Principal, E. S. Miller Vocational School

Mrs. C. Vaughn, Assistant Director for Counseling

Mrs. R. Michaelson, Counseling Supervisor

Mrs. M. Lokey, Counseling Supervisor

Mr. C. Cararota, Special Education Supervisor

Mrs. B. Meranze, Psychologist

Dr. M. Young, Associate Superintendent for Special Education

Mr. D. Rosoff, Principal of Boone School, Special Education Programs

Dr. M. McKay, Supervisor for Intermediate Unit

Mr. R. Gigante, Principal, Catto School, Special Education Programs

Dr. W. Tillery, Assistant Director, Right to Education Consent Decree

Mrs. S. Callan, Secondary School Counselor

Mrs. N. Roulac, Special Education Teacher

9/20/76

APPENDIX B

COVERING LETTER TO ADMINISTRATORS AND BOARD MEMBER

APPENDIX B

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET SOUTH OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

ALTHEA L. COUSINS, *Director*
Division of Pupil Personnel and Counseling
Tel. No. 299-7604

October 5, 1976

Dear_____:

I appreciate the interest you expressed during our recent conference concerning the role of counselors in providing guidance services to educable mentally retarded pupils in view of our State mandate.

Your input will aid in supporting our request to the State Department for additional funding for in-service training and the expansion of current counseling personnel for this purpose.

Sincerely,

Althea L. Cousins
Director

Sent to:
1. Dr. Michael P. Marcase, Superintendent of Schools
2. Mr. Charles A. Highsmith, Deputy Superintendent
3. Dr. Bernard F. Rafferty, Associate Superintendent for Counseling
4. Dr. Marechal-Neil E. Young, Associate Superintendent for Special Education
5. Dr. Howard Amos, Jr. District Superintendent
6. Dr. Winfred Tillery, Director, Right to Education
7. Dr. William Logan, Director of Pupil Personnel Services, Pennsylvania State Department
8. Mr. Augustus Baxter, Member, Philadelphia Board of Education

APPENDIX C

COVERING LETTER TO COUNSELORS

APPENDIX C

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET SOUTH OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

ALTHEA L. COUSINS, *Director*
Division of Pupil Personnel and Counseling
Tel. No. 299-7604

October 6, 1976

Dear _____:

The Division of Pupil Personnel and Counseling and the Division of Special Education has developed a new task force committee on the total subject of guidance services and special education. An interest in this area was expressed during our September city-wide meeting. Specifically, our first task is to consider an appropriate role for counselors in support of services for educable mentally retarded pupils in view of our state mandate.

The purpose of this letter is to request your cooperation in completing the enclosed material and returning it directly to my office by October 20, 1976. The information received will be (1) used by our two divisions in delineating the role and in-service training needs of counselors serving educable mentally retarded pupils, and (2) shared with staff before any conclusive statement is finalized. In addition, your input will aid in supporting our request of additional funding and staffing for this purpose from the State Department. Your interest and cooperation are greatly appreciated.

Sincerely yours,

Althea L. Cousins
Director

ALC/rm

APPENDIX D

FOLLOW-UP LETTERS

First Follow-Up Letter

Second Follow-Up Letter

APPENDIX D

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET SOUTH OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

ALTHEA L. COUSINS, *Director*
Division of Pupil Personnel and Counseling
Telephone 299-7604

October 29, 1976

Dear_____:

An excellent response has been received from most of the secondary school counselors to the questionnaire which I sent several weeks ago. Nevertheless, your judgments and information are needed to make the results of this project fully representative.

The returns indicate much interest in this area. Many of the counselors are reflecting the need for information and program development in a number of areas.

For your convenience, I have enclosed another set of materials. Please complete and return in the self-addressed envelope.

Sincerely yours,

Althea L. Cousins
Director

ALC/jc

APPENDIX D

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET SOUTH OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

ALTHEA L. COUSINS, *Director*
Division of Pupil Personnel and Counseling
Tel. No. 299-7604

October 29, 1976

Dear _____:

Thank you very much for participating in our task force project regarding counseling services for educable mentally retarded pupils. Your immediate response is much appreciated and will help us to complete the project on time.

Sincerely yours,

Althea L. Cousins
Director

ALC/jc

APPENDIX E

QUESTIONNAIRE

SCHOOL DISTRICT OF PHILADELPHIA

LOCAL TASK FORCE SURVEY QUESTIONNAIRE

FOR SECONDARY SCHOOL COUNSELORS OF EMR PUPILS

1. Please provide the following personal data:

   A. *Age_____ B. Sex_____ C. Years as counselor_____
   D. Years as teacher_____

2. Designate the assigned time you have for counseling responsibilities:

   _____Full time _____Part time

3. Identify the period in which you received certification in the area of counseling:

   _____pre-1958 _____1961-63 _____1967-69

   _____1958-60 _____1964-66 _____1970-now

4. Note your present level of certification in counseling:

   _____Provisional _____Professional _____Permanent

5. Was your Master's degree granted in Guidance and Counseling?

   ___Yes ___No. If not, please identify the area:_____

6. Please identify the institution(s) where you received your counselor training:_____ _____

7. Were any of your college courses in the area of special education?

   Undergraduate: _____Yes _____No Graduate: ____Yes ____No

8. Approximately how many students are enrolled in the EMR classes in the buildings(s) in which you have assigned duties in Counseling?

   _____Under 10 _____16-20 _____26-30 _____36-40

   _____10-15 _____21-25 _____31-35 _____Over 40

*Optional

9. Approximately for what percent of all EMR students have you provided formal counseling services during the 1976-77 school year?

_____0% _____25-40% _____71-85%

_____up to 10% _____41-55% _____86-99%

_____10-25% _____56-70% _____100%

10. Which formal counseling services have you provided for EMR students in 1976?

___Information Service
___Counseling Service
___Consultative Service
___Placement Service
___Evaluation and Planning Service
___Appraisal and Record Service
___Group Guidance Service
___Parent Conference Service
___Resource Coordination Service

11. Who else provides formal guidance services for the EMR student other than the counselors in your school district?

___EMR teacher ___School Psychologist ___Principal

___Vice Principal ___Other:_____

12. Do you feel that the EMR students are receiving their proportionate time in regard to your professional duties?

___Yes ___No

13. To what extent do EMR students need the skills and services you have received from your staff development and in-service training?

___Same as other students
___Less than other students
_____More than other students
_____Do not have a defined opinion

14. Mark your rationale for the above answer:

___EMR students have fewer problems that need counselor attention
___EMR students have more problems that need counselor attention
___I do not understand their special problems
___EMR teachers help them with most of their problems

___I am not trained to provide the scope of services required by EMRs
___They have the same problems as other students
___Other: _____

15. Which of the following do you think is the best definition of mainstreaming?

__An educational process of maintaining in or returning to the regular education classroom exceptional persons who can best profit from such placement with any needed supportive services being provided in accordance with the nature of the placement.

__A method for achieving integration, deinstitutionalization, nonlabeling, and declassification.

__A procedure for providing the most appropriate education for each student in the least restrictive setting.

__A means for achieving an equal educational opportunity for all students by uniting the skills of general and special education.

16. In your judgment, how has the mainstreaming concept been implemented in this, the second year of the program?

___Excellent ___Good ___Fair ___Poor

17. How adequately do you feel the staff development and in-service training program have prepared you professionally to provide formal guidance for the EMR students?

___Excellent ___Good ___Fair ___Poor

18. How do you rate your professional preparation for understanding the personal problems of the EMR student?

___Excellent ___Good ___Fair ___Poor

19. How do you rate your professional preparation for understanding the academic problems of EMR students?

___Excellent ___Good ___Fair ___Poor

20. How do you rate your professional preparation for understanding the vocational problems of EMR students?

___Excellent ___Good ___Fair ___Poor

21. How do you rate your professional preparation for understanding the social problems of the EMR student?

___Excellent ___Good ___Fair ___Poor

22. How adequate do you feel in handling the overall formal counseling services for the EMR student?

___Excellent ___Good ___Fair ___Poor

23. What would you recommend to upgrade the practicing counselor's ability to provide formal counseling services for the EMR pupil?

___Academic work in the area of special education
___In-service programs
___Self-preparation by the counselor
___Nothing new is needed
___Other:_____

24. What courses would you recommend to strengthen counselor training progress in regard to counelor preparation for serving EMR students?

___Principles of Teaching the Exceptional Children
___Understanding Exceptional Children
___Counseling for Exceptional Children
___Seminar: Special Education and Counseling
___Principles of Teaching EMR or Slow-Learning Children
___Occupational Orientation for EMR or Handicapped Children
___Class Behavior Management for Exceptional Children
___Other:_____
___Nothing new is needed

25. How do you rate the responses of EMR students to your formal counseling services?

___Excellent ___Good ___Fair ___Poor

26. In your judgment, what are the four most pressing needs of EMR students who are in the mainstreaming program?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

4. _____

_____

_____

27. How might the services provided for EMR students be improved? (Give up to three recommendations)

1. _____
_____
2. _____
_____
3. _____
_____
_____

28. In your opinion, what is the major benefit derived from mainstreaming?

___Less costly than serving children in special self-contained classrooms.

___Wholesale return of all educable mentally retarded children from special classes to regular classes.

___Permitting pupils with special needs to remain in regular classrooms with the support services that they need.

___Other:_____

THANK YOU FOR COMPLETING AND RETURNING THIS SURVEY QUESTIONNAIRE

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